

It is notoriously difficult for a man to stand on his dignity while falling flat on his face. Professor Clegg, who was already planning his return to decent academic obscurity, has had the misfortune at the last minute to see his feet sliding away from under him on a graduate teacher's banana skin. Somehow it all brings the pay comparability saga to a fitting conclusion in a mixture of farce and tragedy.

The Clegg Commission was invented by Mr Callaghan as a desperate attempt to cobble together his fast unravelling pay policy in the final months before a General Election. The object was to buy time—to put off big pay rises for public sector groups, which had been forced to abide by Government-determined pay guidelines while private industry allowed market forces and trade union pressure to prevail. To buy time Mr Callaghan had to invoke an academic expert on industrial relations, who in his turn tried to devise a "scientific" method of working out new salary scales. In reality, the most important requirement of both Governments—the Labour administration which began the exercise; the Conservatives who saw it through—was that whatever was done should take a long time.

Hence the elaborate and largely abortive game played out by panels of judges comparing apples, pears and oranges and giving answers in lemons. The *Times Educational Supplement* was criticised by some of those concerned for reporting the facts as they leaked out. People, whose common sense told them that what was going on was nonsense, were caught up in the process to the extent that they resented outsiders learning about the bizarre activities in which they were engaged. And to what purpose? The



EDUCATIONAL SUPPLEMENT
New Printing House Square, London WC1X 8EZ. Telephone 01-837 1234

Examine your change carefully, as mistakes cannot be rectified

purpose was not to undertake scientific research, but to establish new salary scales somewhere near revalued Houghton levels. A "quick and dirty" arbitration could have done this in six weeks, but six weeks would have been inconveniently quick. Half the trouble arose from having too much time: Parkinson found work—misplaced, but extremely difficult—to spin out the time.

What nobody could have foreseen was the final lurch from earnestness to farce—the 4 per cent error (so far) and Professor Clegg's chastened letter to the Prime Minister (come back Lord Alexander and bring the back of your envelope with you). Now the cat is properly among the pigeons. The teachers say that they received an offer (albeit

hesitant on Clegg's erroneous figures) and that this is what they accepted—which is undeniably true. The employers say their acceptance was based on Clegg and that the Commission's second thought change everything. This also is plainly correct.

Burnham will now meet again and already this lines of debate can be clearly seen. It may be that the employers will get some sort of legal clarification. Mr John Wordie, QC, the chairman of Burnham, will have to decide whether to forward the agreement already reached for ratification. It is not clear that he is anything more than a postman on an agreement is reached. A ratified agreement would normally become mandatory as a matter of course, unless the Government were to introduce negative motions

in both Houses of Parliament to overturn it.

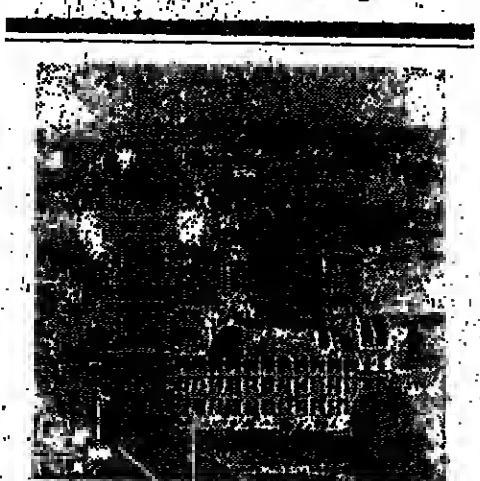
The teachers' frustration is understandable and will have to be reckoned with. The crowning irony of Clegg is that the figures recommended look about right even if they were based on a clerical error. The most likely outcome now must be that Burnham looks at the Clegg award and the 1980 pay claim together, that the authorities seek to lower the offer on the 1980 claim by the amount Clegg misled himself (and them). According to research published yesterday, the first casualties are remedial education in primary schools and the teaching of a wide range of subjects in secondary schools, says the report, carried out by Dr Anne Brown, of Lancaster University's Department of Educational Research, for the Assistant Masters and Mistresses Association and the Equal Opportunities Commission. It says: "Cuts have been made

to buy time and simulate order, created to placate powerful unions by a disintegrating Government. It certainly suggests that the teachers and their employers should redouble their efforts to find sensible ways of measuring the needs of the education service. But if salary revisions are to be conducted—as nobody doubts they are—in the shadows of cash limits and coordination of local government salary policies, then there is little scope for manoeuvre and almost none for sophisticated comparability exercises. And yet common sense also decrees that the education service doesn't exist in isolation and its salary scales must be competitive with those of other employers recruiting from the same pool of labour. Manifestly it is not now competitive with regard to teachers' in shortage subjects like maths, science, handicrafts and modern languages.

Mr Christopher Price's Education Committee is not the only one to complain about the continuing difficulty of extracting information from departments, and it is pressing hard for the House to debate the matter. There are essentially two areas where the committee wants to see how far it can get in testing ministers' willingness to inform MPs: will they, as recommended, reveal from the time when Mr Carlisle is questioned in July about his decision to close the Centre for Educational Disadvantage—see page 5; and will this hold good if it is dependent on interdepartmental arrangements?

The next interdepartmental matter likely to be called into question may be the study of the proposal for breaking up ILEA. Junior ministers from six government departments, chaired by Lady Young with a secretary from the DES, are considering this. The Committee on Education, Science and the Arts is effectively warning them that if they want to know how they are going to take evidence, from whom, and what will be the terms of working. Answers to questions like those could provide an interesting menu of the new powers of Select Committees.

Setting up suitable further education courses and qualifications for them will inevitably involve the TEC and the CGLI. Both are anxious that the split should not affect either the students or industry and that collaboration in this area of common interest should continue. But the way feelings are running at the moment, there is clearly a very real risk of testing damage.



More information please

The Commons Education, Science and Arts Committee this week published a special report: alongside its interim report on the effects of higher fees for overseas students

impressively titled *The Provision of Information by Government Departments to Select Committees*, it is a slim volume with a succinct message: the Government is hiding behind interdepartmental organisation to evade providing information.

Your Committee have had difficulty in assessing the quality of decision-making in the Department of Education and Science because of the refusal of successive Governments to reveal to Select Committees the nature and extent of interdepartmental consultation, says the Report. Without access to more information the Committee could not "fully discharge" its responsibilities.

In particular, it quotes an exchange with Mr Mark Carlisle, questioned about coordination on overseas students between himself, the ODA and the rest of the Foreign Office. "I think there is very little I can say on this," replied the Education Secretary. "We would be wrong to give evidence as to interdepartmental advice."

Now, as the special report points out, this poses expressly against recommendations of established the basis for the reformed committee structure.

Schools Council ready for action

Like the first cuckoo to spring, the publication this week of a critique of modern language exams marks the opening of a new season of what could be far-reaching reforms in the examining of school leavers. The Centre for Information on Language Teaching is first off the mark with a root and branch reassessment of the aims, content and methods of assessing foreign languages. There has never been a greater opportunity to influence this syllabus, assessment techniques and purpose of exams and the way they match the comprehensive system as opposed to the selective system for which most of the present exams were created. Part of the Government's plan for the new common 16-plus involves the setting of "national criteria" for every subject—the bare bones that should be common to every syllabus. The exam boards are charged in the first place with drawing up these criteria, and HMI. If these are to be informed and relevant—if they are to help schools break out of the examination cul-de-sac, mentioned in the HMI survey—subject specialists, teachers and users of exams should all now be making their views well known in the same way that CILTE has done. The appointment of Mr Peter Dines as chief examinations officer of the Schools Council is relevant to the pending skirmishes

Across the binary divide

The internal reorganisation of the DES higher and further education branches gives clear notice of intent to make sure that both sides of the binary divide are scrutinised together. It will also provide the administrative mechanism through which the universities are encouraged (and the colleges are obliged) to take account of external assessments of national need.

It is likely that the initial emphasis will be on finance and planning for the public sector in the wake of the capping of fees and the crude inequities which have followed from this. But the DES announcement explicitly states that the new FHE branch "will provide a focus for... further and higher education as a whole". This is a highly significant development and follows closely on the meeting between CLEA, the DES and the University Grants Committee.

No comment

"The Regional Committee has decided to award £100 to local students in the form of prizes for exceptionally praiseworthy performance in 1980. (It) is anxious not to confine this award only to students gaining high academic achievement, though it is felt that it might be inappropriate to award a prize to a student who fails to do well in his or her studies." From an Open University announcement about a charity donation.

NEWS

Curriculum hit by cuts in part-time staff

by Richard Garner

The drastic cut in the employment of part-time women teachers is seriously affecting the school curriculum, according to research published yesterday. The first casualties are remedial education in primary schools and the teaching of a wide range of subjects in secondary schools, says the report, carried out by Dr Anne Brown, of Lancaster University's Department of Educational Research, for the Assistant Masters and Mistresses Association and the Equal Opportunities Commission. It says: "Cuts have been made

to buy time and simulate order, created to placate powerful unions by a disintegrating Government. It certainly suggests that the teachers and their employers should redouble their efforts to find sensible ways of measuring the needs of the education service. But if salary revisions are to be conducted—as nobody doubts they are—in the shadows of cash limits and coordination of local government salary policies, then there is little scope for manoeuvre and almost none for sophisticated comparability exercises. And yet common sense also decrees that the education service doesn't exist in isolation and its salary scales must be competitive with those of other employers recruiting from the same pool of labour. Manifestly it is not now competitive with regard to teachers' in shortage subjects like maths, science, handicrafts and modern languages.

Parents 'are contributing up to £84m'

by Philip Venning

Parents could be contributing as much as £84m a year to maintained schools through fund-raising activities, according to Mr Peter Boylan, a member of the Liberal Party Education Panel.

A meeting of the panel, a fortnight ago, voted unanimously in favour of banning parents from contributing towards the cost of textbooks, stationery, apparatus or any other essential teaching materials. They also stressed the responsibility of local authorities under the 1944 Education Act for providing these materials. After discussing a paper submitted by Mr Boylan and the Education Secretary, the panel passed a resolution expressing grave concern "at the increasing pressure that schools feel to organize voluntary fund-

raising to supplement the inadequate supply of resources by local education authorities". The consequence was, they agreed, that schools in affluent areas were able to raise substantial sums while others were not, increasing inequity between schools.

In April Mr Alan Beith, the Liberal education spokesman, was told by Mr Mark Carlisle, the Education Secretary, that there were no figures on the amount of money raised by parent-teacher associations and other bodies for maintained schools. Mr Boylan believes that the dramatic rise in fundraising by parents in recent years is not fully appreciated. Two years ago, the auditor in one county authority told him that parents raised £3,500,000. Working on the assumption that primary schools raised an average of £7,500 a year and secondaries about £7,500, he estimated that the edu-

cational system was benefiting to the tune of at least £84m a year. On Saturday, the executive of the National Confederation of Parent Teacher Associations will be drafting a questionnaire to be sent to their 4,000 members asking them whether parents should pay for home educational services. Mr John Hale, general secretary of the NCTA, said that the views of the various teacher unions were well known. But no one knew what parents as a whole thought of the trend. The survey (as well as one on school meals) is the first they have undertaken for some years.

In many parts of the country, both parents and teachers are debating the rights and wrongs of looking for financial help from parents. They are particularly worried about the amount of money for books and equipment that they will have after the next round of cuts. That gave details of work done by part-time teachers said they were responsible for remedial reading and language classes and arts and music teaching. The report adds: "In the secondary schools, where nearly all the part-timers were employed on specialist roles, there were over 700 mentions of specialist roles played by part-time teachers in schools. It added: "The part-timer's task was strongly orientated towards supporting individuals who had fallen behind in basic skills or to stretching children with special interests or talents." It is suggested that it is this kind of support for full-time teaching staff that has been lost in schools where part

timers are no longer employed. "Radical measures to improve the career prospects of part-timers are suggested, including giving women teachers the promise of equivalent posts if they return."

Other recommendations suggest that part-timers should be treated as professional equals to full-time teachers and that opportunities for job-sharing between teachers should be more fully explored.

The report "Reduction in Part-time Teaching: Implications for Schools and Women Teachers", was jointly funded by AMMA and the EOC and cost £9,000 to produce.

Union boycotts advisory body

The National Union of Teachers is to boycott meetings of their newly reconstituted Advisory Committee on the Supply and Education of Teachers in protest at what it considers is inadequate representation.

Union members are angry that they have been given only two seats on the committee, which will be 29 strong. Also, they say the decision to give only nine seats to teachers' organisations is inequitable. They have said they will boycott committee meetings unless Mr Mark Carlisle, Secretary of State for Education, changes its constitution.

DES officials say that although the committee is larger than under the previous government, teacher representation is the same. In addition, two of Mr Carlisle's six appointments to the committee are teachers.

Lobby for sacked teacher

The National Union of Teachers has asked Ian Ashford, a councillor on the education committee, to back an industrial tribunal ruling in direct opposition to the views of the education committee.

Councillors met yesterday to discuss the case of Miss Thelma Davies, a Skelton teacher. Miss Davies was sacked as deputy head of Towd Vale High School after refusing to submit to a medical examination. The authority ordered the examination following what the NUT describes as "difficulties about leave of absence".

A subsequent industrial tribunal ruled that the authority had no right to insist on the examination. This was only possible under sick pay conditions and Miss Davies was not ill.

The tribunal decided that Miss Davies should be reemployed, but the education committee wants to exercise its option under the Redundancy (Protection Consolidation) Act, 1978, to pay Miss Davies compensation instead.

Peace move backed

Teachers have voted overwhelmingly in favour of accepting a new peace initiative to end the bitter five-month fight against spending cuts in Trafford.

Under the scheme, 10 of the 76 jobs have been lost in September and will be restored, with 10 teachers going on in-service training in shortage subjects. Another 10 teaching posts will also be restored for the remainder of this academic year.

A technical knock-out

The hust-up between the Technician Education Council and the City and Guilds (page 12) is rather more than the usual remnant of a feud about leek and onion after midnight. It was always likely that as the TEC grew in strength it would one day feel the need to assert its independence from the CGLI, which up to now has provided it with a building and most of its administrative staff and services.

The Technician Education Council was set up by the Thatcher when the Haregreave Secretary, as a result of the Haregreave Report (a rare example of a report's recommendations being accepted).

The principal victims of its rationalising have been the joint committees responsible for the ONC/D and HNC/D. The CGLI also lost a substantial part of the work of the technical courses that brought in about a third of its income—but this transfer to the TEC occurred amicably and efficiently. Originally Haregreave envisaged a TEC that would have much in common with City and Guilds. But when it became clear that TEC would not be run on a par with City and Guilds, it seems that the two bodies soon emerged.

Over the years, establishing some of the TEC's independence has been a struggle for the TEC for its own status and prestige. In the wake of the Haregreave Report, for example, the Government had been keen to give a new boost to technical education. It seems obvious that this was not being achieved by a body that lived in the shadow of the ancient City and Guilds.

The trigger came from an unexpected source—last year's decision to increase VAT to 15 per cent. Because the TEC is a limited company, it has to pay VAT on many of the services provided for it by CGLI. Over the years, the TEC had been able to avoid this by jumping dramatically. After the failure of discussions about ways of reducing this, such as transferring some CGLI staff to the TEC, it was obvious that a break had to come.

The new point of impact of an independent TEC may well help to give technicians glamour and respectability. But, whether or not the split makes administrative sense—and it is arguable that the costs of the separate bodies will rise—those on courses below the traditional technician level seem likely to suffer.

In recent years the dividing line between craftsmen and technicians has become increasingly indistinct. The coming of the microchip and other new technologies will do away with the skill inherent in many craft jobs. At the same time it will create a demand for a completely new breed of man or woman competent in several areas of skill. The main occupation will be supervising complicated machinery and diagnosing faults.

Standards evidence in doubt

Continued from page 1

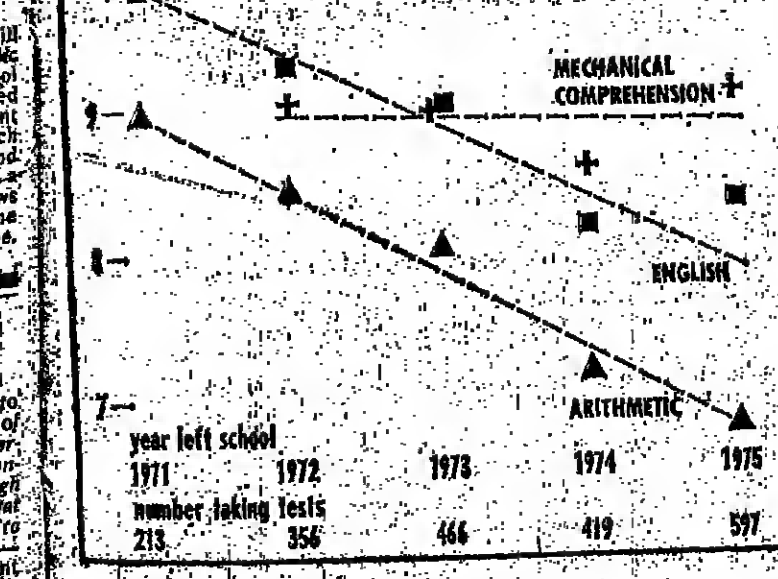
worsening employment prospects, many pupils were now applying for 20 jobs where they once put in for only four or five. "We still get a hell of a lot who haven't a cat in hell's chance."

The tests used by the Coventry employers were all supplied by the Technical Institute of Industrial Psychology. They included a test of intelligence, in diagrammatical form; a test of simple mechanical problems; a four-part English test requiring sentence completion, correction of jumbled sentences, analogies (black is to white as ? is to ?) and analogies and opposites; and a graded arithmetic test.

Mr Alan Saunders, Coventry's chief inspector, said while he had reservations about some of the tests used, it was fair to say Coventry schools had responded in recent years to the concerns of employers. But there were also probably long-term problems for the apprentice upturn in results.

Mathematics and language initiatives in the city started five years ago were paying off. A maths and English task force had offered in-service education to every primary teacher. But he regarded the upturn with some suspicion, just as he had the apprentice downturn a few years ago. He questioned whether the intelligence test used was sensitive enough to reflect the differences in those applying for apprenticeships then and now.

Below left: How standards appeared to fall between 1971 and 1975, and, right, the subsequent upswing.



Lunchtime chaos

The school meals service could be thrown into further confusion this weekend when the National Union of Public Employees' conference will decide which action to take over sackings of school dinner ladies.

A dramatic decrease in the number of children taking school meals since prices went up at the start of this term has led to a sharp rise in the number of redundancy notices handed out to school meals staff.

In Hampshire more than 2,000 meals staff have been dismissed now that only 76,000 children take meals compared with 155,000 this time last year. School meals have gone up to 50p.

In Northants, where the price is 55p, a survey showed that in the first week of this term only 24,600 meals were served compared to 67,000 a year ago. More than 150 school meals posts have gone.



- a wide selection of contemporary fiction
- divided into two clear age bands
- attractive presentation
- durable hardback binding
- excellent value for money
- 24 titles to choose from and more to come

For 9-13 age group:
After the Gunman: Betsy Byars
Fish: Alison Morgan
The Cat: Joan Plisphof
Dragon Slayer: Rosemary Sutcliffe

For 13-16 age group:
The Machine Gunners: Robert Westall
That was then, this is now: S E Hinton
Mr Corbett's Ghost: Leon Garfield
I Never Loved Your Mind: Paul Zindel

Check out M Books for yourself. Send today for the new catalogue, together with a FREE sample of Robert Westall's award-winning book *The Machine Gunners*.

To: Promotion Department, Macmillan Education, Houndmills, Basingstoke, Hampshire, RG21 2XS.

Please send me the latest M Books Catalogue together with a FREE copy of Robert Westall's *The Machine Gunners* D 333 27889 2.

Name: _____

School: _____

Address: _____



TES 16/5

NEWS

Open plan used as money saver, claims report

by Bob Doe

Many open plan schools are not so much a bold innovation as a penny pinching expedient in which there is much middle and make-do, a report to be published next month is expected to show.

Conceived originally as an adjunct to "modern" teaching methods in the 1960s, virtually all new primary schools are now built on this system because they are cheaper than conventional schools.

A Lancaster University research team led by Professor Neville Bennett, author of the controversial *Teacher Styles and Pupil Progress*, blame architects for many of the shortcomings of open plan schools. Such schools, they say, are no guarantee of informal teaching methods. In fact, generally the teaching in them is very similar to that in conventional classrooms.

Teacher training had "limped along behind" open plan developments and many teachers could not cope with an open environment.

In their research for the Schools Council, the Lancaster team contacted every head of the 2,000 open

plan schools in the country, visiting over 100 and spending three weeks in more than 20.

Professor Bennett said this week, "Like traditional schools, there are good, open-plan schools and bad ones."

Though there had been an educational rationale for them in the beginning, now architects said it was impossible to build anything but open plan primary schools within the official cost limits.

Reductions in space standards from 40 to 33 square feet per child were quite obvious when comparing the early and later open plan schools.

The researchers found a number of consistent design faults. In many schools practical or wet areas doubled as major thoroughfares resulting in extra disruption and the loss of teaching space. In many designs, space for pupils to move around had been virtually ignored.

A minority of architects and local authorities have tried to build better schools. But in a recent article in the journal *Education 3 to 13* the

Lancaster team accuse architects of a "cuckoo mentality" in which buildings are laid like the eggs of that irresponsible bird and then abandoned.

Teachers or heads were rarely consulted and mistakes were often repeated in school after school because architects rarely checked to see how their designs were working. Over half the schools visited had no area where two or three teachers could teach in cooperation.

This was condemned by half the 4,000 teachers questioned. "One indication of the mismatch between teacher and architect," the researchers say.

It is perhaps not surprising, then, to find that most teachers in open plan schools teach independently, or they would in conventional classes, though more co-operation or team teaching was found in infant schools which included shared teaching spaces.

As in most conventional schools, 70 per cent of the junior teachers in open plan schools used the "split day" in which the basics are covered in the morning and environmental studies, craft and project work is done in the afternoon.

The team's observational studies revealed that some teachers could keep children involved in their work for 15 hours a week whereas others only managed 13 hours, the equivalent of a whole day's schooling difference.

Half the time was devoted to English and mathematics, on average but the percentages on each varied considerably from school to school.

The majority of heads questioned complained that teachers coming to their schools were not competent to work in open plan settings. They lacked the organizational and interpersonal skills needed for team teaching. They could not draw up work plans, keep adequate records, teach small groups or share ideas, materials or space.

In spite of the fact that over 10 per cent of schools are now open plan, colleges seem to have done little to prepare teachers to teach in them.

Education 3 to 13, Vol. 8, No. 1, Spring 1980, price £1.41, from Rutherford Books, Nafferton, North Humberside.

Heads warned of chaos as fewer staff take on lunchtime supervision

by Richard Garner

Stern warnings about "chaos" in Britain's education service will be delivered when headteachers meet this weekend for their annual conference in Cheltenham.

One area of major concern to be highlighted at this Whitman's 83rd annual conference of the National Association of Headteachers will be over the school meals service and its supervision.

Motions have already been submitted drawing attention to the "chaotic situation" caused by "the complete absence of a positive government approach towards the provision of midday supervision in schools" and a special policy document is being prepared for presentation at the conference.

Headteachers are worried because fewer staff members are prepared to undertake what they see as a voluntary service and measures suggested for combating the current chaos include limiting the number of children allowed to stay on the school premises at lunchtime and introducing a strict staff/pupil ratio for midday meals.

However, it is not only the shortage of supervisors that is worrying headteachers. The different types of provision being made (quintessentially in one motion as "the various interpretations of what constitutes a packed lunch") make it even more difficult for those teachers who remain behind to keep an eye on all the children.

This is one of three items on which special policy documents will be presented over the weekend. The other major concerns are over teachers' conditions of service and education provision for 16- to 19-year-olds.

On conditions of service, the NAEH has been adopting the "softly, softly" line of the other teacher organizations with the exception of the National Association of Schoolmasters/Union of Women Teachers, which is boycotting talks on a new deal on hours and conditions.

Increased industrial action by teachers over the past three years has prompted heads to believe the time is ripe for a new agreement but they are wary about deflating a teacher's duties too closely.

Of course, the cuts in education spending will figure as well and the weekend debates will be a hot motion deploring the cuts and a hot "there must now be a new standards" in this context.

All in all, it adds up to the fact that Mr Mark Carlisle, Secretary of Education, can expect frosty—if not discourteous—reaction when he addresses the conference on Tuesday morning.

Compulsory Against Redundancy College lecturers meet tomorrow to determine how to fight a growing wave of redundancies and further and higher education teachers (David Lister writes).

Mr Peter Dawson, general secretary of the National Association of Teachers in Further and Higher Education, said this week that more than 200 redundancy notices have been issued in colleges and polytechnics, and many more are threatened.

He added that some authorities were using "back door" methods, persuading lecturers to take premature retirement to avoid proper redundancy arrangements.

NATFHE is already taking industrial action in Trafford and Salford and the union's annual conference in Scarborough this weekend will debate a number of strategies for fighting the cuts, including the possibility of refusing to mark examination papers.

Lecturers teaching TEC and BE courses will also be demanding more time off classroom teaching; they claim these courses demand considerable administrative work.

TE teachers are also likely to protest at the conference against a move by one authority, Hereford and Worcester, to change national conditions of service to make lecturers spend more time on the required 21 hours in the classroom. A college policy committee report said the fewer than half the country's 1,177 lecturers spend 21 hours lecturing and 600 had less than 19 hours a week.

NEWS

Oxfordshire stops awards for all postgraduate training courses except teaching

Graduate law students' grants axed

by Ian Kellas

Oxfordshire law students will have to find out 2,000 to qualify as solicitors or barristers. The local education authority has stopped awards for graduates on vocational training courses where grants are discretionary.

Mr John Makin, a teacher whose son is studying law at university, understands Oxford's need to cut spending but complains that because of the black on discretionary grants, "we have the ridiculous position of a course aimed at a particular profession, and which has been deliberately entered into by a student with a view to joining that profession, being stopped at three-quarters of its distance."

The course could be done in six months. Tuition fees for the year at the College of Law amount to £960. There are no central government bursaries for graduate law students as there are for instance for professional courses in librarianship.

The National Union of Students wants all full-time vocational courses in the designated for mandatory awards, but failed to win a concession on this point of the recent government triennial grant system review.

Despite the squeeze on grants, the 2,800 places at law schools in the country are heavily oversubscribed. The Royal Commission on Legal Services gave strong support last year to public grants for students undergoing the vocational part of

the course could be done in six months. Tuition fees for the year at the College of Law amount to £960. There are no central government bursaries for graduate law students as there are for instance for professional courses in librarianship.

According to the Law Society, other law schools are also making cuts—but often only in the size of the grant awarded. ILEA has ruled that no grants will be given for second qualifications but has made an exception of natural follow on courses which means that graduates going to law schools will still be funded in full.

The Law Society now requires graduates to attend a year's course before sitting for the qualifying final examination. Until this year,

the course could be done in six months. Tuition fees for the year at the College of Law amount to £960. There are no central government bursaries for graduate law students as there are for instance for professional courses in librarianship.

According to Mr Christopher Snowling, secretary of the Law Society, there are no plans as yet to reorganize legal training along the lines of medical or architectural courses so that it might become eligible for complete non-datory grants.

Mr William Winter, a parent of two children about to enter fourth-year studies at Onger Comprehensive School, Essex, is considering an appeal against a High Court ruling which rejected his claim that an option list offered to his two eldest sons was "inhibitory and restrictive" and that the education authority had therefore breached its statutory duty.

Mr Winter, who lives in Mayflower Way, Onger, and is a teacher himself, may also ask Mr Mark Carlisle, the Education Secretary, to intervene in the belief that constraints imposed by the school's "option list" denied his two sons the right to take subjects which would aid them in pursuing a career.

At the conclusion of the High Court case, the county council said it would be prepared to offer Mr Winter's sons places at a school which operated the kind of system he preferred—provided, he met their travelling costs.

Since then, the only offer made—and rejected by Mr Winter as "ridiculous"—has been at a school outside Essex in Newham. Discussions are still continuing over a transfer to a new school and Essex education officials have said they are prepared to consider any suggestion put forward by Mr Winter. They have not so far decided whether to press for costs incurred in the case—estimated to be about £3,000.

Union refuses help in publishing staffing figures

NALGO, the trade union representing 500,000 local government officers, is determined not to cooperate with the Government in publishing staffing figures of individual authorities.

The union says that the figures, collected by the Joint Manpower Watch, are "misleading and meaningless" without any kind of background information.

Mr Michael Heseltine, Secretary of State for the Environment, has said the blacking action is "typical of the negative and hostile, almost Luddite attitude that so many people criticize local government for."

Appeal Court may rule on parent 'rights'

Richard Garner

The Court of Appeal may be asked to judge whether a parent has a right to be consulted in advance about the curriculum of a comprehensive school.

Mr William Winter, a parent of two children about to enter fourth-year studies at Onger Comprehensive School, Essex, is considering an appeal against a High Court ruling which rejected his claim that an option list offered to his two eldest sons was "inhibitory and restrictive" and that the education authority had therefore breached its statutory duty.

Mr Winter, who lives in Mayflower Way, Onger, and is a teacher himself, may also ask Mr Mark Carlisle, the Education Secretary, to intervene in the belief that constraints imposed by the school's "option list" denied his two sons the right to take subjects which would aid them in pursuing a career.

At the conclusion of the High Court case, the county council said it would be prepared to offer Mr Winter's sons places at a school which operated the kind of system he preferred—provided, he met their travelling costs.

Since then, the only offer made—and rejected by Mr Winter as "ridiculous"—has been at a school outside Essex in Newham. Discussions are still continuing over a transfer to a new school and Essex education officials have said they are prepared to consider any suggestion put forward by Mr Winter. They have not so far decided whether to press for costs incurred in the case—estimated to be about £3,000.

At the conclusion of the High Court case, the county council said it would be prepared to offer Mr Winter's sons places at a school which operated the kind of system he preferred—provided, he met their travelling costs.

Since then, the only offer made—and rejected by Mr Winter as "ridiculous"—has been at a school outside Essex in Newham. Discussions are still continuing over a transfer to a new school and Essex education officials have said they are prepared to consider any suggestion put forward by Mr Winter. They have not so far decided whether to press for costs incurred in the case—estimated to be about £3,000.

Our advantage is your advantage

If you've shopped around for consumables you'll know that Hestair Hope have an enormous price advantage. Glassware, porcelainware, plasticware, ironware. Whatever you need, you can get about twice as much for your money from us. So fill in the coupon and post it right away. It's your advantage.

Hestair Hope
A whole world of education
St. Philip's Drive, Royton, Oldham, OL2 6BB
Tel: 061-653 3935

£30
£30

To: Hestair Hope Ltd. FREEPOST, St. Philip's Drive, Royton, Oldham OL2 6BB.

Please send me your 1980 Schools Consumables Price List.

Name _____
Address _____
Postcode _____

SPECIAL ANNOUNCEMENTS

UKA
UNITED KINGDOM
READING ASSOCIATION

UKRA offers a totally independent organization devoted to the improvement of reading in schools and teaching at all levels.

UKRA provides for members:

- conferences
- local consultants throughout the United Kingdom
- an information service
- an agency for certain international Reading Association publications
- an exchange and advisory service to teachers wishing to undertake research on children and adults of publications are available from: The Administrative Secretary, s/n Edge Hill College, St. Helens Road, Ormskirk, Lancs. L25 0AB.

17TH ANNUAL COURSE AND CONFERENCE
THE READER AND THE TEXT
is to be held at
THE UNIVERSITY OF WARWICK, COVENTRY
MONDAY JULY 28TH-FRIDAY AUGUST 1ST

Meet the experts in this topical field and explore the attitudes of Shakespeare's country.

The theme for the Conference is **THE READER AND THE TEXT** and many well known and distinguished speakers will contribute to the conference including: Professor F. David Foster from the Center for the Study of Reading, University of Illinois, and Editor of *Reading Research Quarterly*; Professor Eric Leamer, University of Nottingham School of Education and the School of English; Professor J. Hillis Miller, University of California, Berkeley; Dr. Peter Morris, Reading Consultant, Author, West President UKRA; Dr. Geoffrey Nunn, Foundation for Educational Research in England and Wales; Anthony Burgess, President UKRA; and Schools Council Nurturing Schools Research Project.

Patrick Wright, Medical Research Council; Elizabeth Goodenough, Consultant in the Centre for the Teaching of Reading, University of Manchester; Post President UKRA.

There will be a full programme of Primary, Secondary and general sessions as well as workshops, seminars, research, Civic Reception and Social Activities, including an evening trip to The Royal Shakespeare Theatre to Stratford-upon-Avon, depending on the availability of tickets and an afternoon trip through the Cotswolds to Filkins Manor Gardens.

There will be a full programme of Primary, Secondary and general sessions as well as workshops, seminars, research, Civic Reception and Social Activities, including an evening trip to The Royal Shakespeare Theatre to Stratford-upon-Avon, depending on the availability of tickets and an afternoon trip through the Cotswolds to Filkins Manor Gardens.

There will be a full programme of Primary, Secondary and general sessions as well as workshops, seminars, research, Civic Reception and Social Activities, including an evening trip to The Royal Shakespeare Theatre to Stratford-upon-Avon, depending on the availability of tickets and an afternoon trip through the Cotswolds to Filkins Manor Gardens.

ADVERTISE ALL YOUR HOLIDAY VACANCES FOR 1980 IN THE T.E.S.

Simply fill in
01-897-1234
1980-81

AN OPPORTUNITY
for those with an HND/O or equivalent in Agriculture, Biology or Chemistry to study for Membership of the Institute of Biology (MIBiol) by examination specialising in

ANIMAL & CROP PRODUCTION SCIENCE

Details from Academic Registrar (Room D3), The West of Scotland Agricultural College, Auchinbreich, West of Scotland.

'Shoddy' move on Russian studies condemned

by Bert Lodge

More letters arrived at the Association of University Teachers' headquarters last week, protesting at the University Grants Committee's recommendation to close down Russian studies in several universities than were received on all other topics combined, including salaries, the AUT's annual conference told last week.

Dr. Andrew Taylor, president, said what was at stake was not rationalization but the credibility of the UGC and its standing in the university community. "I would ask them to shelve this incompetent and shoddy piece of work. The UGC should leave it to individual universities to deal with whatever problem may exist in Russian."

A motion to oppose the recommendations was carried unanimously. Proposing Dr. Gavin Orton, Hull, said the UGC had initiated the move because they believed there was a steady fall-off in the demand for Russian. Yet student

numbers over a four-year period from 1974 had shown a drop of only 1.3 per cent.

"So it was decided to close Russian down in 19 universities, the equivalent of half the teaching force. This was a waste of time. But they did not notice the question."

Dr. Orton said the UGC had totally ignored the research contribution of Russian teaching. "They look at your research for promotion but when they want to make you redundant," the UGC had neither consulted the British Universities Association of Slavists nor the AUT. "It just shows the UGC view of industrial relations."

The conference also carried unanimously a resolution to oppose the recent Flowers report which recommended a radical reorganization of medical education in London. This would involve the closure of at least one medical school and two pre-clinical departments in two other schools besides the relocation of several postgraduate institutions.

Mr John Akker, AUT general secretary, told the conference that the UGC had asked London University to submit the figures of £3m for the cost of the proposed reorganization. "We calculated the cost of running an amalgamation would come to £14m."

But the crucial factor, Mr Akker said, was that the report contained no reassurance about staffing transfers, not whether staff would be able to retain their existing conditions of service. A letter from Lord Annan in the last few days indicated some movement on the position of staff.

"It looks to me as if the Flowers report is going down the drain. The proposals of Flowers don't add up to a unified, cohesive approach to London reorganization."

The Association has decided to boycott all universities in South Africa. Lecturers have been urged not to work to the colony.

Adult courses 'should teach how to strike'

by David Lister

Adult education should teach working class people how to organize rent strikes and become effective trades unionists instead of peddling to amateur middle class hobbies, according to the editor of a new book on the subject.

The book, *Adult Education for a Change*, contains articles by several university lecturers who say that people who felt alienated at school and particularly in the working class fell to take advantage of adult classes.

The book's editor, Jane Thompson, lecturer at Southampton University, told the TES this week: "Adult education should be places where the realities of political struggle. It should actually be a tool for the working class, but traditional provision is exotic subjects such as Romaine Coeur."

In the book's introduction the writer: "The provision of (class) classes in, for example, hostess, bookkeeping and adult care. Yoga is as likely to encourage an implicit celebration of domesticity, quietism, consumerism and sexism as anything the most coercive indoctrination in passive citizenship could achieve."

Adult Education for a Change, edited by Jane L. Thompson (Hodgkinson), £4.50.

Protesting head's early retirement is confirmed

by Sarah Bayliss

Birmingham education authority has agreed to early retirement for a head teacher of a comprehensive school who protested at the government's decision to allow a neighbouring school to revert to a grammar.

Mr Kenneth France, aged 56, head of the John Willmott comprehensive in Sutton Coldfield for the past 12 years, will retire nine years early at the end of the summer term.

On May 2 the TES published Mr France's decision to quit his job after Mr Mark Carlisle, the Education Secretary, agreed to a request from the Conservative-controlled Sutton Coldfield Girls' School to be allowed to turn back into a grammar school.

Mr France said a selective school two miles away could turn his school into a secondary modern by depriving it of the brightest girls. Bright boys were already creamed off to the Bishop Vesey's school, which never went comprehensive and which recently declared an intention to go independent.

Mr Carlisle's decision came only eight days before the local elections. Bright boys were already creamed off to the Bishop Vesey's school, which never went comprehensive and which recently declared an intention to go independent.

Despite the change in political control, Mr France's school

went comprehensive five years ago—stuck to his decision. He said he had had enough of "political football" and believed the issue would continue to be kicked from party to party in Sutton Coldfield.

Mr France, who last week spoke at the launching of the Campaign for Comprehensive Education in London, said this week: "I am extremely sorry to leave the school but there is no alternative course for me."

Dr Charles Gray, new chairman of Birmingham's education committee, also expressed regret at Mr France's leaving. "I regret if any head teacher feels obliged to resign on the issue of comprehensive education because it is our policy to produce a fully comprehensive system throughout the city. We reverse the Government's decision on Sutton Coldfield Girls' School."

Mr Ronald Wootton, a Conservative councillor and chairman of the John Willmott school governors at the time Mr France requested early retirement, said the school was a "first class" comprehensive and the headmaster was a "splendid teacher".

Evidence submitted to the Department of Education on the grammar school plan shows that 300 signatures were in favour and 889 were against. However Mr Carlisle also took into account a crucial vote of 520 parents in favour and 82 against, taken at a meeting at the school in November last year.

Foreign language exams under attack

by Bob Doe

The difficulty of most foreign language exams is attacked this week in a book calling for a radical revision of modern language testing at 16 plus.

Modern languages examinations at 16-plus is published by the government-financed Centre for Information on Language Teaching and Research. It blames most of the present O levels and C.S.E.s for distorting school language teaching by placing too much emphasis on the structure of language and not enough on its use.

In exams it is not what the language is doing or how it is used that is important but whether it is well formed, say the CILT authors Alan Moys, Anne Harding, Brian Page and Valerie Printon.

The effect upon teaching is very serious indeed, they add. The artificiality of examination tasks inevitably produces artificiality in teaching.

Pupils were taught translation, not native performance and to read for the purposes of comprehension exercises, not for pleasure. Most marks went for writing when this was the least used form of communication with foreigners.

"The use of language is one of the most natural of human activities. What characterizes foreign language exams is their unnaturalness."

Subtitled *A critical analysis*, the book surveys and compares all the existing O levels, Scottish O grades and C.S.E.s in French, German, Italian, Russian and Spanish. The authors looked at what each exam claimed to do, how closely the syllabus was defined and at the marking schemes and papers.

Not one specimen of genuine spoken language has been set in a public examination. Few exams even used pieces contrived to sound natural such as weather forecasts, train announcements or guide's commentaries.

Many exams included a "conversation" section, though this rarely resulted in anything that could be recognized as such. "A disaster area of some magnitude" is the authors' verdict.

Adolescents found themselves "confronted with a strange adult who goes through the motions of talking about almost anything for no good reason except to trap them into the wrong verb formation." Far from being tests of communication many of these orals were little more than tests of grammar.

The view of life in other countries portrayed in exams was often that of a caricature. The examiners' own biases, Customs inspections of luggage on borders between common market countries, is one example given.

The main distortion of life, however, was the stereotyping of male and female roles, and the low status accorded to women. Of the prose translations, passages for comprehension, dictation and reproduction and various outlines of letters to stimulate composition in the 1978 exams, 11 had completely male casts. Only two had female ones and even one of these spent most of her time dressing as a handsome captain.

The Southern Universities Joint Board managed to produce a whole French exam totally excluding females. "There are boys, men, fathers, grandfathers, family friends, passengers in trains and every single word is male."

"In the course of the various papers from all the boards, men and/or boys appear as doctor, teacher, head teacher, policeman, postman, soldier, concierge, aeroplane pilot, jeweller, thief, train driver, explorer; they climb mountains, attempt to break coconuts, catch thieves, fish, row boats, almost get drowned or save others from drowning, visit Paris with their fathers, run away from home or get kidnapped."

"Women and/or girls ask their husbands for money, make sure the man has a good job before accepting to marry him, prepare food, lay tables, walk very quietly about because father is working, play the piano, and receive orders from men for food and services."

The authors also complain of the lack of comparability between different boards. "How can one equate an Oxford candidate, who has passed an examination where 12 per cent is given for oral competence and 49 per cent for written composition with a Grade 1 C.S.E. candidate from the Middlesex Board where 35 per cent is given for the

oral and 25 per cent for written composition? There are no evidence to suggest that these two candidates are displaying similar intellectual powers?"

Because the oral demands made on pupils were now much greater, without any lessening in the grammar demanded, the burden was much greater on pupils now than 20 years ago and should be reduced.

An analysis of O and A level history examinations has shown that to be obsessed with politics to the detriment of social, economic, religious and cultural history.

Dr Bill Ingila, a lecturer in Stirling University's department of education, has carried out a detailed "content analysis" of the examinations of the Joint Matriculation and Cambridge GCE boards, though he says other boards are much the same.

In the latest edition of the *British Educational Research Journal*, Dr Ingila says up to three-quarters of the questions asked are about governments or political leaders, giving pupils a distorted view of society. By concentrating too much on the activities of a small ruling class, pupils were given the wrong impression about the multiple causes of major historical events.

The different boards' papers were so nearly identical as to duplicate each other's work. This restricted the freedom of both teacher and pupil, says Dr Ingila, who is campaigning for a broader and more modern approach to the subject.

For the last 100 years most historians have accepted that their subject is and should be made up of different specialist types of history, none of which should necessarily have primacy, he says.

Modern Languages Examinations at 16-plus: a critical analysis by Alan Moys, Anne Harding, Brian Page and Valerie Printon, published by CILT, 20 Carlton House Terrace, London, S.W.1. Price £9.25.

British Educational Research Journal, Vol 6, Number 1, 1980.

Surgeons put tattoos to the knife

by Ian Kellas

Plastic surgeons in Northern Ireland are having their work cut out removing unwanted tattoos by children.

Mr N. Morrison, chief inspector at the Department of Health, Bangor, Co. Down, has sent a circular about the problem to schools and further education colleges.

The surgeon's job is made easier because some children indulge in self-inflicted tattooing using instruments such as needles and pen nibs with pigments, as ink, eyeshadow, and black ink. They are particularly hard to remove because they are layered. Excision and skin grafting is sometimes necessary; other cases of tattoo removal (grinding down of the skin). In any case, the process is "slow and painful", Morrison says.

Teachers are reminded that under the Tattooing of Minors (Northern Ireland) Order 1979, it is now an offence to tattoo any one under 16. "Medically, the most dangerous risk from tattooing", the circular says, "is that of developing infective hepatitis or septicaemia due to poor standards of hygiene."

There are also serious social problems. "The subject may well prove at a later date to be a constant source of embarrassment—or even 'dangerous' to our society."

The Department of Health and Social Services, whose surgeons have more important things to do, asked its advisory committee a health education how best to combat the problem of tattooing.

It gave a warning, however, the caution and sensitivity should be taken to ensure that efforts to discourage the practice did not stimulate the natural curiosity of young people.

Board bars deaf girl from test

A deaf girl was prevented from taking part of her CSE English exam last week because she could not hear a recording that was supposed to test aural comprehension. Her teachers at Churchfield High School, West Bromwich, wanted to read her a transcript so she could lip-read but this was vetoed by the examiners.

Denise Andrews, aged 16, lost 10 per cent of her marks by not taking this section and no concessions will be made by the West Midlands exam board. A spokesman for the board said it was not possible for them to assess what score she might have got as it was in case of illness at the time of exam.



Highbury Hill girls enraged at merger

by David Lister

Highbury Hill High School for Girls is to complain to the Equal Opportunities Commission over the decision by Mr Mark Carlisle, Education Secretary, that it must merge with another girls' school nearby.

The decision, says headmistress Mrs Margaret Mann, is discriminatory because it will mean fewer places for girls wanting single sex education in Islington, and will force many of them to travel to other London boroughs for their schooling.

Mr Carlisle has decided that the school must merge with Sheilburne School on the Highbury Hill site. At the same time he turned down a similar merger plan by the ILEA for Highbury Grove and Sir Philip Magnus boys' schools on the grounds that this would damage the Highbury Grove system which had considerable parent support.

The Highbury Hill parents action group claims the plan to save Highbury Grove was influenced by the fact that Dr Rhodes Boyson, junior education minister, used to be the school's headmaster.

Mrs Mann said this week she would be pressing Mr Carlisle to state full reasons for his decision. "I am sure Highbury Grove was helped by being Dr Boyson's old school," she said. "We too have had excellent exam results and massive parent support, and I cannot see any educational reason why our school should be treated differently from Highbury Grove. The girls in Islington are going to be offered an inferior education because of this decision."

Mrs Mann added that she suspected the ILEA were going to use the Sheilburne buildings for a sixth form centre and "introduce a sixth form college by a back door method."

Mrs Helen Cagnoni, chairman of the school's action group, said: "The decision is unfair to girls in Islington. There will be 150 fewer places available in girls' schools from 1981 so that girls will have to travel to neighbouring boroughs. In this so-called age of equal opportunities this unjust treatment ensures girls are treated as second class citizens."

She added that if the EOC was unable to help, an appeal would be made to the European Court of Human Rights.

ILEA education officer Mr Peter Newman said last week that he would be premature to comment on the total number of places available in girls' schools in Islington in the 1980s as the Education Secretary had only given a decision on two of the four girls' schools there.

But he added that the effect of his plans would be to reduce the number of girls' places to a level very close to the estimated need. "There will, however, be a substantial margin of girls' places available both in Beckenham and Camden. The proposals also help to correct the present somewhat imbalanced entries to the mixed schools in Islington."

Mr Newman added that there was no proposal to create a sixth form or tertiary college "by back door or any other methods" as feared by the parents.

Knave tricks in the nave

by Bert Lodge

Some teachers dump their pupils in York Minster then go off to a pub, a café, shopping, or even the hairdresser's. And a party of school children was only prevented from settling down to a game of cards in the nave by the arrival of a verger, says a report from Mr Jack Allen, recently retired as the Minster's tourism and information officer.

On one day last July no fewer than 65 school parties visited the Minster. Of these only 11 bothered to notify their intention in advance and the 54 arriving unannounced included a party of 600 from Avon.

Usually, for the benefit of teachers and children alike, school outings to York Minster should take place at any time other than from May to July, says the report.

When so many school parties are in a cathedral, probably already thronged by tourists, control is obviously a difficult problem. Sadly, it is a matter of record that it is at these times that some teachers give up the unequal struggle and just leave their pupils to roam round the Minster on their own while they, the teachers, take themselves off for a beer or a cup of tea or to do some shopping or even to have their hair done.

When the teachers are absent or are not exercising control it is no wonder that the behaviour of children running about, eating, drinking, smoking, chewing gum on the floor, drinking from cans or bottles of pop, clambering on or defacing monuments or even, as discovered by one of the vergers, setting down to a game of cards.



But the dean and chapter emphasize that they are delighted to see school parties and for that reason have set up a schools advisory service. This provides information on when visiting is restricted, the walking distance from coach parks or the station and the availability of public conveniences. A range of resource material, including pupil worksheets is also available.

In the school year, 1978-79, over 65,000 school children visited York Minster from 1,500 schools and from every county except Cornwall. In July alone there were 27,000 visitors from more than 600 schools.

With such large numbers of visitors, the dean and chapter place the onus on teachers to ensure that their pupils are well behaved and that they are given the best possible experience.

Southend plea

Concern is being voiced by teachers over a plan to merge two secondary modern schools in Southend because of falling rolls.

They believe the plan to merge Southchurch Hall High School for Boys and Dowsett High Girls' School in Southend in September, 1981, into one school for 11 to 16-year-old pupils will result in higher children being "relegated" to two existing comprehensive schools in the neighbourhood which both have sixth forms.

Healthy prospects

The final report of a six-year project exploring the theory and practice of health education has been published. The project, directed by Mr Henry Fowler, was funded by the Leicestershire Trust for Education.

The report contains summaries of the project team's researches, lists of its publications and lists of its publications and lists of its publications and lists of its publications.

Jobs safeguards in Northern Ireland demanded

by Paul McGill

A government working party has said other Northern Ireland deprived schools should get more resources, more freedom to use them, and guarantees against teacher losses of at least two years.

The 10-member team was set up in March, 1978, under the chairmanship of the regional director of the Open University, Mr Gordon MacIntyre, to consider how additional resources could help to combat educational and social disadvantage.

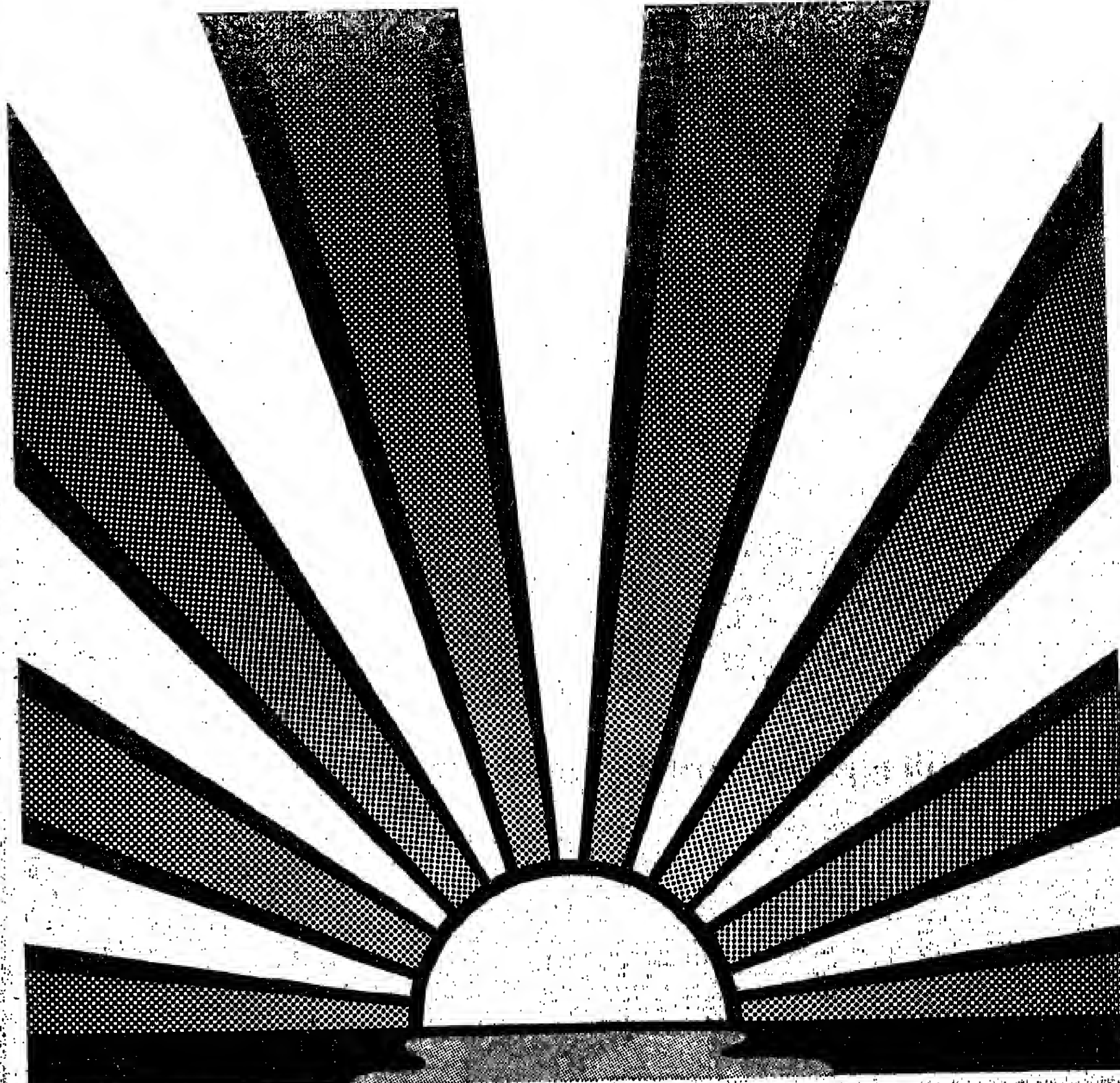
The Report of a Working Party on Social Priority Schools, argues that, on any social indicator, Northern Ireland is the most deprived area in the United Kingdom. As a result, many schools face enormous

difficulties in motivating pupils to escape from the cycle of deprivation.

It notes that steps have been taken on several fronts to tackle these problems, such as the Belfast Area of Need project, but whereas in England policies were developed in a more or less coherent programme, in Northern Ireland they lacked any clearly articulated context.

The report rejects the idea of a firm cut-off point with schools above the line getting extra help and those below getting none. Instead, it suggests that low income, family stress and school-based problems should be used as criteria to divide primary and secondary schools into about seven groups each.

Points should be increased according to the degree of disadvantage.



How the Pathfinders are selling to the world's toughest salesmen.

Everyone knows how successfully Japan sells to Britain, but do you know how much we sell to them?

Every day millions of Japanese ladies wear dresses dyed with ICI dyes; hundreds of thousands of Japanese patients take ICI medicines; and much of that delicious Japanese food is grown with the help of ICI crop protection products.

In fact, ICI are one of the biggest foreign chemical companies in the Far East; last year our exports to Japan alone went up by 25%, something which is all the more remarkable because the Japanese have a very large chemical industry of their own.

How did we do it?

Part of our success comes from manufacturing some

of our products on the spot in Japan, in partnership with Japanese companies. Surprising though it may sound, manufacturing overseas like this actually increases exports from home. Because it creates a demand for the basic materials those factories need; and for other ICI products that we make here.

In fact, in the last couple of years, ICI have invested more overseas investments create jobs at home, which is one of the benefits of having an international network.

Of course Japan isn't our biggest market. But it is one of the most competitive. If you can sell to the Japanese, you can sell to practically anybody.



The Pathfinders
Selling worldwide for Britain

School to work

The Government has finally agreed to allow the Technician Education Council to become completely independent. This means that the City and Guilds Institute, which fiercely opposed the

move, will no longer have any real stake in technician education. The decision follows an attempt to maintain the TEC as an autonomous educational body within the institute's framework.

City and Guilds lose control over technician teaching after long battle

by Mark Jackson

The Technician Education Council has won its long battle for independence. The Government has agreed that it should become completely separate from the City and Guilds Institute, which will cease to have any major stake in technician education.

It means that colleges will in future have to deal with two bodies for their technical courses—one validating technician training, the other examining craftsmen.

The parting is not an amicable one and follows years of tension and increasing hostility between the two bodies. The Government's decision is bitterly resented by the institute—for reasons of prestige and hard cash, as well as educational considerations.

The council was set up in 1973, following the recommendations of the Hargrave committee four years earlier that one body should be responsible for all technician education courses. The new creation was a quango, with a full-time chairman and part-time members from industry and the education service appointed by the Secretary of State for Education.

The City and Guilds' institute, an independent foundation which had become the world's largest examining body for craft and technician courses, volunteered to take both

TEC, and its sister body, the Business Education Council under its wing.

Under the DES's original plan, TEC was to be an autonomous educational body within the Institute's administrative framework. The institute hoped that this meant it would control the whole administration of the new structure of courses, leaving TEC with the planning, validation, and supervision of standards.

But as soon as it was formed the new council decided otherwise. It became a limited company; appointed its own chief officer (instead of the secretary or director of studies envisaged by the DES); and announced that it would adopt a completely different approach from that of the institute, namely that it would validate courses, but not examine students. Nevertheless, the council entered into a 10-year contract.

But City and Guilds provided all the staff for both sides of the operation, apart from a TEC chief officer and two assistants; TEC paid the institute out of its fees income and a DES grant.

On the strength of the contracts with TEC and BEC, the institute took on another 100 staff and a big new building at King's Cross in addition to its existing headquarters.

But after the appointment of the TEC chief officer, Mr Francis Henrott, it rapidly became plain that TEC had different ideas about its role. His council refused to allow the new TEC courses to be run by the same people as the continuing City and Guilds courses, and insisted that the institute should set up a separate operating division for them under his control.

Senior Institute staff began saying that TEC was flouting the spirit of the agreement: relations improved for a time after the arrival of a new City and Guilds director general, Mr Harry Knutton, who had been given secret instructions by the institute's council to do everything possible to heal the breach. But at the same time as it made conciliatory noises, the institute began to fight back.

Believing that colleges were being encouraged to set up TEC courses when they really should have been providing traditional craft training, they countered by developing advanced City and Guilds qualifications for "super craftsmen" which were clearly aimed at offering the equivalent of technician status. Mr Knutton says that TEC's approach has pleased both large companies who are able to get colleges to put on courses that meet their specific needs, and colleges, since technician courses mean higher status and pay for staff. But he maintains that it makes it more difficult, particularly in small towns where there are limited numbers of students, for colleges to train the craftsmen whom small employers usually need.

TEC's chief officer agrees that problems have become increasingly difficult over defining the difference between technicians and craftsmen in many jobs, particularly as technological change makes new demands on craftsmen. In one field, agriculture, employers have finally refused, despite heavy DES pressure, to accept TEC courses at the council has quietly allowed the agricultural committee to die.

His deputy, Mr Frank Ridgson, admits that TEC has been so preoccupied with planning and curriculum matters that only recently had it been able to look at working out with the institute what could be done to coordinate over the technician craftsmen's interests.

Under the contract between the two bodies, three years' notice had to be given this October. It is not to be renewed in 1983. TEC might have been content to wait those three years before severing its links with the institute, but a few months ago a document came into its hands which persuaded the council that their independence was at stake. The document was an institute discussion paper prepared for internal circulation which set out a role for TEC as a policy committee.

A month ago, the 12 members of TEC's council decided that the TEC must separate itself completely



City and Guilds Institute Director, Mr Harry Knutton, outside the Britannia Street headquarters.

of the institute rather than a separate body. Mr Knutton says that it was not a declaration of policy, but simply a staff paper setting out a number of options for the council to discuss. "It didn't mean anything, and it was scrapped by the council. I don't believe that it really triggered off anything—TEC have gone their own way from the start and it was clear what they were really after."

The institute itself, which knew that the final decision would have to be made by the Government, began to manoeuvre to strengthen its position. A powerful argument represented employees, last autumn the institute pulled off an agreement with the regional examining bodies, which control FE courses in many parts of the country, under which their representatives joined the institute's governing and policy bodies and the institute takes over certification of their examinations.

Since the REB's usually have local employers on their councils, it meant that the institute could now claim that industry throughout the country had a say in their affairs. But in the end it has made no difference.

A month ago, the 12 members of TEC's council decided that the TEC must separate itself completely

from the institute for the body to achieve full recognition of its independent status. It decided, formally that it would give notice that it was ending the contract, but unofficially gave Mr Henrott the go-ahead to get TEC away from the institute as quickly as practicable.

Mr Knutton recently visited the DES hoping to persuade ministers that it would be nonsense to set up an expensive quango which would create a confusing and arbitrary division in technical education.

He came away saying: "It's settled as far as they're concerned. Mr Macfarlane, the Education Under-Secretary, was not interested in discussing the matter."

The sums involved in compensating City and Guilds are likely to be fairly large—"millions rather than hundreds of thousands", says Mr Knutton.

Mr Ridgson says that TEC hopes to leave within a year. "Obviously, the quicker the better in view of our relationships—and that it hopes to be able to dispense with the DES subsidy next year after a terminal grant. TEC is about to announce a small rise in fees to meet inflation, but Mr Ridgson was unable to say whether a further rise will be necessary to meet the costs of independence."

Year 'in the world' suggested for 14s to 16s

by Sandra Hempel

A widening in the size and scope of apprenticeship schemes, which training allowance is invested in wages are among the recommendations put forward in a report out this week.

In a series of wide-ranging proposals, the report also calls for a voluntary examination and certification in basic literacy and arithmetic. Successful candidates could opt to leave school at 15 or to take a year off "in the world" between 14 and 15. This could take the form of conventional employment, pre-apprenticeship experience, or a combination of activities, including even unemployment.

The report, entitled Youth Unemployment and the Bridge from School to Work, has been produced by the Action Society Trust and funded by the Anglo-German Foundation for the Study of Industrial Society.

A working party compared youth employment in Britain with those countries with a comparatively large apprenticeship system, such as West Germany, Austria and Switzerland.

The report argues that the state of the labour market is not the only or even the main contributor to youth employment problems. These can be just as great in a buoyant labour market.

Young people in high apprenticeship countries had suffered less from the tough labour market than those in Britain. This was because apprenticeship systems helped to insulate them.

Calling for an extension of apprenticeships in Britain, the report says that German apprenticeships cover over 400 jobs, including office work and selling as well as manual trades.

Schools come in for criticism. "In their preoccupation with exam passes, the schools have neglected the personal development of pupils and have increasingly cut themselves off from the outside world."

NEWS

Students 'can sue colleges for cutting courses'

by Bert Lodge

The withdrawal of a course by a college when students are already part-way through it could entitle them to sue for damages for breach of contract, says a book due out next month. And a college could similarly be liable if it attempted to levy an extra fee half-way through the course.

Students' legal rights and liabilities are explained in the book from the National Association of Teachers in Further and Higher Education. Once a student has enrolled, a legally binding contract exists. This means statements made in college prospectuses, course advertisements, correspondence and interviews have contractual implications and could be the subject of a breach of contract.

Described by NATFHE as the definitive handbook to public sector further and higher education, the 200 pages of *College Administration* include sections on college management, finance, buildings, local authorities, curriculum, staff and students.

In a section on staff development,

the editor, Mr Jan Waitt, lecturer in education management at the Anglian regional management centre at North-East London polytechnic, suggests teachers should exchange jobs with colleagues in other institutions so as to get wider experience.

Mr Waitt also suggests job rotation within an institution would avoid staleness in the current situation of lessened opportunity for mobility and promotion.

Assessment or "appraisal" has to be a part of any staff development programme, Mr Waitt argues. "It has been suggested that it would be better to use the word 'review' but this is to dodge the issue."

In some institutions the principal interviews each teacher once a year. Publication of the book has been held up by a printing industry dispute. It is expected to appear early next month.

College Administration, a handbook, NATFHE, Hamilton House, Melbourn Place, London, WC1E 6LG, including packing and postage.

Sex bias robs girls of top jobs in industry

by Bob Dye

Boys are apprehensive of showing interest in domestic science and girls are afraid to opt for metal or woodwork because they are worried about what their teachers, parents or friends might think, according to the junior education minister Lady Young.

She calls for a change in the deep-seated attitudes and habits that rob girls of equal opportunities in education in the latest issue of the National Association of Inspectors and Educational Advisors' journal. She thinks that by not taking mathematics and sciences, girls deliberately exclude themselves from the top jobs in industry, commerce and research.

"As you go up the age range of pupils you find a steady decline both in the rates of participation and the achievements of girls", Lady Young says.

O levels than boys but two years later, girls enter for only three-quarters as many A levels as boys. Twice as many young men as women go on to degree courses and three times as many take advanced courses leading to recognized qualifications.

"At another level there is a striking discrepancy in the rates of day release offered to young men and women."

The school curriculum is the heart of the matter, she says, though it was not enough just to open all subjects and options to boys and girls alike.

Female girls take advanced level mathematics because they are less sure than boys about their abilities, so American survey suggests. They see it as a male domain and have more "maths anxiety", according to the United States Education Commission of the States.

Thirteen-year-old girls were found to be better than boys of the same age at computations and even spatial visualization which in the past has been claimed to be one of the barriers to women's success in maths. They were equal on problem solving and algebra.

By the time they were 17, boys showed a significant (up to 12 per cent) lead over girls in solving problems in word form. In other forms of maths the boys were about equal to the girls who continued with the subject.

The boys were found to have more confidence in their mathematical abilities than the girls, though both sexes equally said they enjoyed maths.

Journal of the NAIEA, No. 12, Spring 1980, £1.50. Publication Office: John Leung, 2 Oakfield Avenue, Bristol, Glos. GL4 3PD. 0454 5251.

Postgraduate certificate under study

A questionnaire covering more than 60 topics has been issued to all teaching staff in 20 university departments of education. It is part of a £66,000 research project into initial teacher education in universities.

The project began last autumn when questionnaires were sent to the 5,000 students beginning their postgraduate certificate in education. Centred in Leicester university school of education and headed by Professor Gerald Bernbaum, the inquiry will last three years.

In a letter accompanying the questionnaire, Professor Bernbaum points out that this is the first full study of the postgraduate certificate ever undertaken. Preliminary research had shown a wide diversity of practices but certain common responses. These included comments on the relatively inflexible staff-student ratios in university departments of education, the size of teaching loads and the relatively poor opportunities for research compared with colleagues in other parts of the university.

The 1,000 lecturers, receiving the questionnaire are asked to say what should be done with weak students,

who should be responsible for final assessment of students' teaching performance and what they think are the most desirable attributes of the good teacher.

They are also asked to comment on the contribution made by the schools to students' teaching practice, whether students are given unnecessarily difficult classes, whether their supervisors are made to feel welcome by the school teachers and how school practice generally should be organized.

The initial questionnaire to students was returned by 4,350—representing an 87 per cent response.

Boarding schools too dear for Services families

Families in the armed services seeking a boarding education for their children face increasing problems, Mr Edmund Double, senior education officer for Lincolnshire, told the annual conference of the Boarding Schools Association last week.

Costs were forcing many service families to switch their traditional educational allegiance from the independent schools to those maintained schools and 20 per cent in schools run by the Service Children's Education Authority.

Challenging the orthodox view that changes of school were educationally damaging, he told the conference, meeting near Grantham that recent research suggested it made little difference.

There was a danger that rising costs would cause places to disappear. "This worries me. When what recent research suggested it made little difference."

He said, "but why should they? Is there not sometimes a case for saying the child will be better off living with his parents and attending day school? After all, 90 per cent of service children

maintained schools and 20 per cent in schools run by the Service Children's Education Authority.

Challenging the orthodox view that changes of school were educationally damaging, he told the conference, meeting near Grantham that recent research suggested it made little difference.

There was a danger that rising costs would cause places to disappear. "This worries me. When what recent research suggested it made little difference."

He said, "but why should they? Is there not sometimes a case for saying the child will be better off living with his parents and attending day school? After all, 90 per cent of service children

Be a student in your own classroom

Mathematics across the Curriculum

Curriculum in Action: an approach to evaluation

Technology for Teachers

Reading Development

Language Development

The Reading Curriculum and the Advisory Role

Reading and Individual Development

These seven school-based courses have been specially designed to provide you with the opportunity to learn as you teach.

They have been produced by the University's INSET Section in co-operation with teachers and are directly relevant to your work in the classroom.

The four courses on reading and language together form the Diploma in Reading Development which is recognised by the Burnham Committee for incremental purposes.

For your free Guide just post the coupon... and be a Student in your own class.

The Open University

A.S.C.O., The Open University,
PO Box 76, Milton Keynes, MK7 6AN

To: A.S.C.O., The Open University,
PO Box 76, Milton Keynes, MK7 6AN

Please send me your free Guide.

Name (Mr, Mrs, Ms, Miss)

Address

Post Code

People



Captain Jack Terry accompanying a teacher on her goodnight rounds on board the schoolship Uganila. Captain Terry is retiring after four years in command of the 17,000-ton P & O vessel to take up a post as schools liaison officer for the West Country within P & O's educational cruising division.

Miss Joan McMurtry has been appointed to the post of head of Worthington Grammar School, Cumbria following the retirement of Mr G. Scott.

Mr E. Batley, head of the German department at Goldsmiths' College, University of London, was recently elected president of the Fédération Internationale des Professeurs de Langues Vivantes for a three-year period beginning January 1, 1991.

Mr Bernard Myers from the Royal College of Art will be Brunel University's first professor and head of department of design technology.

Professor Godfrey Vesey will be Acting Vice-Chancellor of the Open University from June 23 to December 31. He takes up his duties as the founding Vice-Chancellor Lord Perry goes on study leave before his retirement in June 1991, and finishes them when the new Vice-Chancellor Professor John Harlock takes up post on January 1 next year. Godfrey Vesey is Professor of Philosophy.

Mr Morjane Christensen has been appointed head of Cackermouth Grammar School, Cumbria.

Mrs Juliet Baxter has been elected chairman of the national executive committee of the Pre-school Playgroups Association (PPA) and succeeds Mrs Daphne Farns. Juliet Baxter, who was previously chairman of PPA's legal and constitution committee, will lead the association's 13,000 play groups in England and Wales.

Mr Denis Lampard has taken up the post of education adviser with the Malvern Preparatory School. He is to become the assistant head of a school to be known as the Elms with

Saunders Court. The appointment follows the decision to merge Saunders Court with the Elms School at Colwall. The Elms headmaster is Mr Andrew Collier.

Mr Lawrence Campbell has been appointed deputy county education officer for the Isle of Wight. He succeeds Mr J. Brown who now becomes deputy chief education officer for Walsley.

Miss Julie Berton, 21, has been elected chairman of the National Union of Students in Wales. It will be the first time a woman has held the post. She is in the final year of a history degree at University College, Swansea. She is the daughter of a Welsh poet and a Socialist Student Movement.

Dr Jill Key has won the first Goldsmiths industrial fellowship for teachers designed to strengthen links between secondary schools and British business. She will spend the first year of her fellowship working at the Post Office Telecommunications headquarters and at Midland Bank. During the second year she will be attached to the economics and business studies department at the Institute of Education in London.

Roger Lewis has joined the National Extension College as an assistant director (education). Mr Keith Addison, education officer for Mid-Sussex area, has been appointed to the post of deputy chief education officer, Gloucestershire County Council, from June 23, 1990, following the retirement of Mr G. Neasium.

Mrs Helen Church, formerly head of Nelson Infants' School, Twickenham, has moved to be general adviser for primary education with special responsibility for the Infant age group in Bromley.

Mrs Lilian Parkin, head of Hurlfield Comprehensive, Sheffield, has been appointed head of Chichester High School for Girls, West Sussex, succeeding Miss Pamela King who retired at Easter.

NEWS

Cleaner environment scheme cuts crime and vandalism

by Diane Spencer

A widely held theory that an improvement in people's environment leads to a reduction in vandalism and crime has been put to the test on a housing estate in Widnes, Cheshire, notorious for its high rate of vandalism. The results are impressive.

The National Association for the Care and Resettlement of Offenders and Social and Community Planning Research, which organized the three-year scheme, began by asking the tenants what improvements they would like and then getting the local council to implement as many as possible.

Although firm and conclusive evidence is unavailable, there is a consensus on the estate that crime and vandalism have declined; the local police inspector said it had changed out of all recognition.

And surveys among residents showed that in 1976 nearly half the adults interviewed had noticed serious damage to shops compared to one in eight in 1979. Vandalism was rated the most serious of estate problems in 1976 whereas employ-

ment was top of the list three years later.

The main reasons for the improvements were:

- Police foot patrols—a local "beat Bobby" who got to know the children and residents, leading to better crime detection and deterrence
- Higher morale of residents, who began to take a pride in their homes when they were repaired and painted by the council in colours of their own choice
- A new adventure playground with a playleader and a youth and community centre for teenagers
- Better relations between adults and children helped by outings and events organized by the newly created and successful residents' association.

This association has been one of the outstanding and lasting benefits of the scheme. Not only has it raised enough money for a sports field, but it serves as a useful link between the tenants and the council.

The council, too, has learned many lessons from the scheme. Mr Roy Turrell, Hutton Borough Council's chief executive, said it began as an exercise in team participation and an attempt by the council to understand the causes of vandalism, very rapidly widening into a series of questions that led to the organization and delivery of services by the council.

"In the end we were referring to our internal organization at local authority and its ability to respond and deliver services to the community."

As a result, the council has changed the structure of its departments in order to simplify housing repairs procedure, and has made greater efforts to renovate tenants and keep them informed.

Community Planning Project, Hutton Borough Council, Hutton, Cheshire, Cheshire, S.W.4.50.

In-service training plan rapped as 'too ambitious'

The biggest in-service training scheme ever launched in this country, now involving 18 colleges, scores of schools and teachers and hundreds of student teachers, was too ambitiously planned, says one of its tutors.

Announced in 1977, the IT-INSET (initial training and in-service education) programme was described in the TES as "the most ambitious research project ever undertaken in this country into in-service training for teachers".

Began in September 1978 to run for three years, it is directed by the Open University and paid for by the Department of Education and Science.

The project is original in the concept of students on school practice and their teacher learning together with a college tutor making up the team.

Three institutions were chosen to initiate the project: Charlotte Mason College, Middlesex polytechnic and the City of London Polytechnic. This involved more than 200 students and about 80 teachers from 40 primary and secondary schools.

The idea was that observers would be sent from three other institutions who would then return to their own colleges to report on their observations. This multi-plied effect would result in the scheme operating in nine institutions by September this year. It was thought that by then it would be self-sustaining.

But according to Mr John Carnie, deputy principal of Charlotte Mason College and responsible for the IT-INSET within the college, interest in the scheme has been so great that by autumn last year 18 institutions

were taking part.

But "the time scale of the model was in most cases too ambitious", writes Mr Carnie in the first issue of the service-education journal. "Teachers new to their second year in the project are mostly still working at the level envisaged for the first year, and are still profiting from it."

Another problem has arisen from the limited time the students could spend in the original plan. This was to be one day a week but this too has proved over-ambitious. "The college's experience in the first 18 months has shown that the model could not be closely adhered to."

"A day a week of practical education in school was highly desirable but could only be made available through the autumn and spring terms of the first two years". Block teaching practice and part-time examinations occupied the summer term, Mr Carnie explains. "Other institutions have similarly found a continuity of student participation impossible to provide in the summer term."

In some cases continuity has been broken by the movement of teachers to other posts for personal or professional reasons. Students have been concerned "at the way in which the IT-INSET work in specialized areas of the curriculum might reduce the attention they understandably feel they should be paying in their field, leading to basic areas of the curriculum."

Curriculum Journal of the Association for the Study of the Curriculum, twice yearly from Studies in Education, Nafferton, North Ham, Yorkshire. £4.50 a year plus 30p postage.

Best chance for a job

The graduates who have the best chance of finding a permanent job are sandwich students from the non-university sector. Graduates who could have most difficulty in finding permanent employment or could be expected to take temporary jobs are full-time students of the polytechnics, says a study by the Department of Education and Science.

These trends are shown in a recent statistical bulletin from the Department of Education and Science. "First Destination of Graduates and Higher National Qualifications, 1975-76 to 1977-78". The bulletin shows that over the years 1975-76, there was an overall decrease in the proportion of students going on to further education or training and an increase in the proportion going directly into a job.

Consortia proposed

Local authorities should consider consortium arrangements between schools or between schools and further education colleges instead of traditional sixth forms as pupil numbers fall. That is the message from Mr Nigel Macfarlane, Parliamentary Under-Secretary of State at the Department of Education and Science.

He told a conference of the Association of Principals of Colleges in England that, as student numbers declined, authorities would have to consider whether they could justify retaining small sixth forms. "Mrs Angela Rumbold, chairman of the Council of Local Education Authorities' medical adviser, said: "The statistics are now expected to show that by 1990, the number of pupils in sixth forms will have fallen by 10 per cent."

In brief

Dramatic move on physics shortage

An unprecedented move to solve the shortage of physics teachers by guaranteeing teaching posts is under way in Leicestershire.

The authority has just negotiated a scheme with Leicester University's school of education whereby it will guarantee at least eight teaching posts to postgraduate certificate of education students who complete their course successfully. There are currently about 10 vacant physics teachers' posts in the county.

Moonies warning

The Director of Education for Leicestershire has suggested to all Leicestershire school heads and youth club leaders that they warn young people against the activities of the Moonies.

In his circular letter, Mr R. S. Johnson points out that "in one area of the city, a booklet entitled One World, is being handed out to young people. This publication is the recruiting material of the Unification Church."

Killer dust cleared

The last London school suspected of being contaminated with the asbestos dust has been given a clean bill of health after independent tests were carried out.

Daneford boys comprehensive in Bathurst Green is known to contain the dangerous blue asbestos. On the advice of the health and safety inspectors it has been sealed with paint.

But tests carried out by independent consultants established that the amounts of asbestos in the air of the school were negligible, or less than the amount of the asbestos dust in the air of a typical office, according to a spokesman for the Tower London Education Authority.

Deadline extended

Officials at the Department of Education and Science have extended the deadline for the teacher unions to submit their membership figures.

Difficulties in collecting the figures in the form the DES wants has been cited as the reason. For instance, the DES wants details of the England and Wales member ship in state schools while the Association of Masters and Mistresses Association has members in independent schools.

Science diary

The oldest question

by John Muddox

The question of the origin of life is understandably absorbing. The authors of *Genesis* knew that. Regular scientists have, however, discovered that this question is simply an endless source of frustration. The essential difficulty is that there is no hope of finding traces of the earliest forms of life by hunting for fossils even in the most ancient rocks. By now it is clear that some rocks which are known to be 3,500 million years old contain small spherical structures which are probably the fossils of single-celled organisms of some kind or other, but it is also clear that these must have been the products of a long period of evolution. Traces of the earlier forms of life have almost certainly been obliterated from the geological record. Accordingly, reconstructing the first steps in evolution is a problem of inference, and not an easy one.

At last, however, some progress is being made. So much was clear at the annual meeting of the United States National Academy of Sciences in Washington recently, which took the form of a joint meeting of the American and Belgian academies described as a Sino-American symposium going back to the early 1900s and previously always held in Belgium. It was at a Solving Congress in the 1920s that the now celebrated dispute between Einstein and Bohr about the meaning of the quantum theory confirmed Einstein in his lifelong scepticism about this, the most characteristic feature of modern physics.

There were few disputes this time. Most people seemed only too ready to applaud the signs of progress towards an understanding of the origin of life that were reported. Perhaps inevitably, the molecular biologists had the most to say.

The starting point for everybody's speculation is the belief that the early atmosphere of the earth was very different from the one we live in now. Soon after the earth condensed from the solar nebula, the atmosphere was the chief constituent of the earth's atmosphere would have been gases such as methane, ammonia and hydrogen sulphide, with some water vapour thrown in. These, of course, are the materials now found in the atmospheres of the outer planets—Jupiter and Saturn, for example.

Nearly 30 years ago Stanley Miller, a then young graduate student at the University of Chicago, carried out what has ever since been regarded as a landmark experiment in this field. Simply by passing an electric discharge through a mixture of these primitive gases, he was able to show that a large proportion of all the methane was converted into four or five of the simplest amino-acids. These are known to crop up as the constituents of protein molecules.

At the meeting in Washington, Miller (who is now a professor of the University of California) was able to show that the same simple amino-acids occur in many, or less the same proportion in this organic matter which is found in some kinds of meteorites—the meteorite called carbonaceous chondrites, to be precise. So, Miller claims, there must have been means in the early history of the solar system whereby gases such as methane could be converted into the building blocks from which protein molecules are made.

But so what? That has been the general reaction to Miller's experiment in the past 30 years, even if the simple amino-acids, formed early in the earth's history were assembled by chance into protein molecules, there is no known way in which these molecules could have produced a replica of themselves, the essential feature of any living system.

Accordingly, there has grown up a kind of consensus that the first steps in the emergence of living things must have depended on the presence on the surface of the earth of the chemicals from which organic life can be constructed. Luckily,

it is now realized, these building blocks could have been formed by simple interaction with water from one of the by-products of Miller's experiment, the simple gas cyanogen. Indeed, it requires very little of the organic chemist's imagination to conclude that almost any simple chemical, simple sugars such as glucose for example, would have been formed in the earth's primeval soup.

The central question, then, is how these simple molecules were assembled into the more complicated molecules that might have been capable of sustaining the most primitive forms of life. Hitherto it has been customary to suppose that this must have been a matter of chance. The view that is now emerging is that it was not chance at all, but sheer chemical necessity.

This argument is really due to Dr Leslie Orgel, a Cambridge mathematician now working at the Salk Institute in California. It goes like this. Suppose you have a mixture of organic chemicals such as those might have been on the surface of the primeval earth. Inevitably, some of these will combine together to form more complicated molecules, some of which may be polymers constructed on the same pattern as some of the polymers which turn up in living things, nucleic acid molecules and proteins in particular. To each single polymer molecule like this, two things can happen. Either it can get longer or it will decompose, producing a smaller molecule.

In what is called the primeval soup in which it is supposed that life began, there would then emerge a mixture of chemicals, some of them simple and some more complicated. True enough, but the Max Planck Institute of Göttingen, at the Washington meeting gave a more explicit description of the first dominating chemical in the primeval soup than I have heard before. It was, he said, a molecule of the material called RNA, short for ribonucleic acid. Molecules of RNA play a vital part in all living cells, for they are the means by which genetic information is carried now by DNA is converted into the structure of protein molecules. RNA molecules also serve as the genetic basis of many viruses.

In modern life, RNA molecules do not replicate themselves—that is what DNA does—but back Orgel and Professor Sol Spiegelman from the Albert Einstein Medical Centre in New York (who is a molecular biologist concerned with the causation of cancer) have now shown that simple RNA molecules can be persuaded to replicate themselves by passing an electric discharge through a mixture of these primitive gases, he was able to show that a large proportion of all the methane was converted into four or five of the simplest amino-acids. These are known to crop up as the constituents of protein molecules.

The experiments on replication on far carried out in the laboratory have shown that such a molecule should be able to replicate itself with a reasonable degree of fidelity, but that a longer polymer would rapidly lose its distinctive identity because of errors in replication.

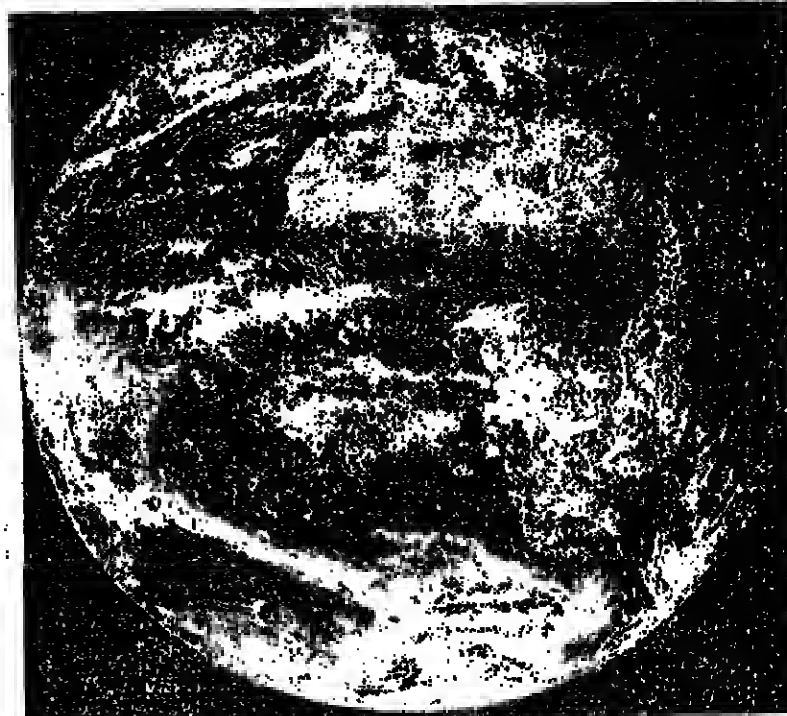
Several conclusions follow from this view of how life began. First, the emergence of life was not a matter of chance, but was rather an inevitable consequence of the mixture of chemicals on the surface of the primitive earth. Secondly, it should be possible to tell by means of laboratory experiments just what chemical conditions dominated the primeval soup at successive stages. Indeed, there is no reason why these first steps in evolution should not one day be simulated in the laboratory.

Those prepared to chance their arms at the meeting in Washington were saying that, on the primitive earth, the emergence by natural

selection of the first self-replicating RNA molecules need have taken no more than a few million years, and that it was most likely to have taken place soon after the formation of the earth itself and therefore a whole 1,000 million years before the appearance of the first fossils in the geological record.

The question then arises of what meaning can be attached to our customary definition of life. Quite properly, we are all told that a living organism is one that is capable of producing replicas of itself, and which ideally does so in such a way that the offspring are not identical with each other or with their parent organisms, so that natural selection has something to get its teeth into.

The trouble, of course, is that this definition applies to exactly the kinds of RNA molecules Orgel was describing. It follows that while it may be possible to tell how life began, there is no point in asking when.



Scientists see progress towards an understanding of the origin of life.



"Good wheeze of Quelch's, to set up a tuck shop with those AB bounders."

Boys and girls all love a tuck shop, or perhaps improving an existing one.

Not because they hate school meals, but because they like to add to them.

School grub is fine nutritionally, so what better to follow than a Jacob's Club?

And during breaktime, what better than a trio to chew over before the next lesson?

The catering division of Associated Biscuits can advise you on setting up a

tuck shop, or perhaps improving an existing one.

You'll get speedy delivery of high-quality famous products, together with all the help you need.

And your pupils won't have to dig too far into their pocket money.

If you'd like to know more, call Brian Kenway on Reading (0734) 583535.

We're sure that Cherry and the rest of the Remove would quite appreciate it.

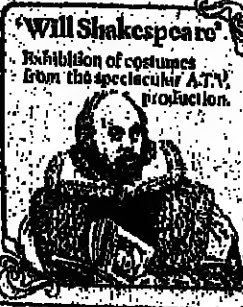


Associated Biscuits Ltd

HUNTLEY & PALMERS W & R JACOB (LIVERPOOL) PEEK FREAN

Sudeley Castle

CAND GARDENS



Historic Sudeley Castle, art treasures, beautiful buildings and gardens. Fabulous New Children's Adventure Playground. Restaurant, Gift and Produce Shop. Open daily 12 noon - 5.30 pm (Sundays from 11am) March to October inclusive. Entry free. 71, Winchester (0242) 682108. Sudeley Castle, Winchester, Hampshire. Just north of Chichester on the A27.

OVERSEAS NEWS

South Africa

Needs of industry make Coloured protests well timed. John Kane-Berman reports

Boycott forces commitment to equality

JOHANNESBURG The single most important consequence of the recent boycott by Coloured schoolchildren in South Africa is that the Verwoerdian doctrine of education for servitude has been officially declared dead. "The Government commits itself to the goal of equal education for all," said Mr P. W. Botho, the Prime Minister, at a recent press conference.

Twenty-five years ago, when the state first nationalized black education, Dr Verwoerd, the then Minister of Native Affairs, proclaimed that the Government's policy would ensure that blacks were educated only in accordance with their designated status in economic life, which was to perform manual labouring jobs. The African side of the black population suffered most under this policy, expenditure on their education being paid to the State. The Coloured and Indian schools did not fare much better, and it was inevitable that their anger would sooner or later find itself in the open.

While the resulting boycott could not have been more superbly timed. For the disastrous legacy of Verwoerd has never been more

apparently apparent to white South Africa than it is now.

After half a decade of recession, the South African economy is pulled to grow this year in real terms by between five and six per cent—a performance that will make it the envy of the western world. But businessmen are suddenly discovering to their consternation that educated manpower is in such short supply that the eagerly-awaited economic boom is in danger of being choked off prematurely.

During most of the last decade the shortage of skilled manpower was blamed on the fact that the reactionary but powerful white trade union movement refused to allow blacks to perform skilled jobs.

But now that the industrial colour bar is at last being removed, businessmen are finding that blacks are ill-equipped to fulfil the hitherto white-only jobs.

So however much Mr Marais Steyn, the Minister of Coloured Education, blamed the boycott on

unemployment and the fact that the Government has now bound itself to equal education for all, that he will consider settling up an

in-depth enquiry into the country's education system. He has even said he has an "open mind" on whether the presently separate education departments for whites, Indians, Africans, and Coloured people should be merged.

Mr Botho's personal intervention broke the lack of the school boycott as it was entering its fourth week. But several questions have yet to be answered: Will Mr Botho's promises be fulfilled? How fast? And will they satisfy the demands of the Coloured and Indian people?

Black schoolchildren stoned a man to death in Port Elizabeth when rioters claimed by parents to be persuading children to end a boycott of classes. Pupil boycotts in the black homeland of KwaZulu have been threatened and a school by Mr Oscar Dhlomo, Minister of Education in Chief Goshu Buthe's Government.



United States

Stamp marks new department

by Clive Cookson

WASHINGTON Mrs Stanley Hufstader, the Education Secretary, shows off the design for a new United States postage stamp, to be issued in September. It was completed within one month, rather than the two years the Post Office usually takes to launch a stamp, so that Mrs Hufstader could unveil the design during the celebrations to mark the official opening of the new Education Department (ED).

The stamp bears the words "learning never ends" and it is based on an abstract painting by the late Joseph Albers. Mr Albers did not intend his picture, which he called "Homage to the square: glow", to have any connection with education, but Mrs Hufstader said it symbolized her department as "a vibrant, creative force for good in this country. I intend to build a ripple effect—as depicted schematically by Albers—starting from a deep seed and reaching out to more and more people each year."

The week in which the Education Department came into existence was proclaimed "Salute to Learning" week by President Carter, and it was marked by an assortment of public relations events: White House cele-

brations; meetings and symposia; visits by Government officials to schools and colleges; and several speeches by Mrs Hufstader, expressing high hopes for the department but giving little away about its future policies.

Spokesmen for Washington's educational associations have been critical of the way Mrs Hufstader went about organizing the department in the months following her appointment at the beginning of December. They said the 200 or so outside experts and consultants she brought in to advise on the reorganization caused confusion and stirred up unnecessary bad feelings.

But they like most of the permanent appointments she has made to senior positions in education. Perhaps their main gripe is that she chose as Under-Secretary (her deputy) Steven Minter, a black townships executive who, like her, has had no professional experience as an educator.

President Carter committed himself to setting up a Cabinet-level education department during his 1976 election campaign. Ronald Reagan, the most likely Republican candidate in this year's Presidential election, has said he will abolish the department.

OVERSEAS NEWS

Australia

Referendum to be held on funding of private sector?

by Bill Purvis

SYDNEY The Prime Minister, Mr Malcolm Fraser, has pledged that his Government will hold a national referendum on the issue of aid to private schools if the High Court rules that such aid is legally invalid.

The High Court last month reserved its decision on a claim by a group known as Defence of Government Schools (DOGS) opposing federal funding of non-government schools.

The DOGS claim is based on its reading of a section of the constitution prohibiting federal establishment of any religion. As most of the private schools are run by religious bodies the High Court has to decide if federal funds are being used to establish a religion.

The DOGS case was concluded early in April and a decision is expected sometime between September and November.

If the result goes against the Government it is now committed to holding a referendum to amend the constitution.

The federal opposition spokesman on education, Senator John Burton said the Australian Labour Party would campaign for a "yes" vote in such a referendum.

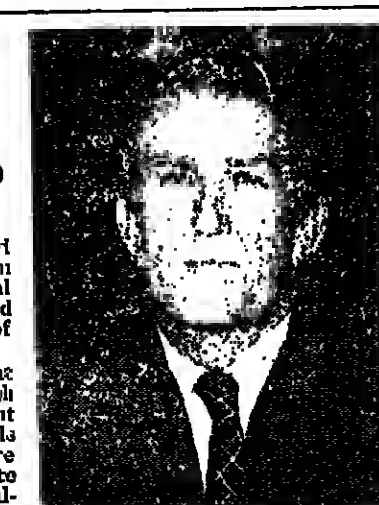
However Senator Burton said ALP support was conditional on the referendum seeking approval for federal funds to go to state and private schools on the basis of their needs.

When the Labour Government was in office under Mr Gough Whitlam from 1972-1975 it sought to allocate funds to private schools on the basis of their needs—more money going to the poorer private schools and very little to the wealthier colleges.

But Senator Burton pointed out that even if the High Court ruled in favour of DOGS it might still be possible to allocate federal funds in schools without infringing the constitution.

One way that has been suggested is for the Federal Government merely to hand over certain funds to the states and let the states decide how to allocate the money as they see fit. There is no constitutional prohibition on the states spending money on religious schools.

The president of the Australian Teachers' Federation, Mr Gerry Tickell, accused the Prime Minister of using the issue to disguise his Government's shortcomings. Mr Tickell said Mr Fraser's statement was a cynical attempt to play



Prime Minister Fraser.

down the needs of government schools by stirring up no oil sector conflicts. There were bitter debates in the early 1960s when state aid was first granted.

He said the Fraser Government had transferred A\$90m (£45m) in the past three years from the public education sector to the private schools.

More than 20 per cent of Australian school pupils attend non-government schools. The types and the quality of education vary. Some are expensive boarding schools. Many are small parish schools run by the Roman Catholic Church with fewer facilities than state schools—and even higher teacher-pupil ratios.

Sweden

Industrial crisis disrupts schooling

by Chris Mosey

STOCKHOLM Sweden's worst ever industrial crisis badly disrupted schools and day-care centres around the country.

The worst hit area was Gothenburg where 25,000 children were affected as teachers staged a one-day strike. Another one-day strike of 400 teachers closed schools in Lidjunga, near Stockholm.

Child minders and pre-school teachers in the Solna area of Stockholm went on strike forcing parents

to take children to work with them or stay at home. And at other day-care centres staff joined in the unofficially against low pay and undermanning.

Action was on two fronts. In the private sector 75,000 workers were locked out of their jobs, another 100,000 workers went on strike and thousands of others banned overtime in support of an 11.3 per cent pay claim, after being offered a 2.3 per cent rise.

In the public sector 14,000 workers went on strike, 12,000 were

locked out and thousands banded overtime in support of a 12 per cent pay claim. They had been offered a 4.8 per cent rise.

Mr Gunnar Ohlsson, Lidjunga schools' director, criticized the strikers. "Their action has done most in need of education, the hardest," he said.

All educational radio and television programmes were halted by the crisis and classes had to be cancelled when teachers failed to arrive at their schools because of transport problems.

All-night exam protest staged in Stockholm's main square

STOCKHOLM Sweden's schoolchildren's union recently mounted a 24-hour vigil in Stockholm's main square in protest against examinations.

This was the first of several planned demonstrations against the examination system by members of SECO, the Swedish Students' Central organization, which made considerable strides towards their goal of an exam-free school system during the years of Social Democratic rule but which, since the swing to the right in the mid-1970s, has been fighting increasingly to "re-educate" the present three-party coalition government. Mrs Britt Mogger is a Conservative and a staunch defender of the examination system. "Examinations are what they have a definite place in the proper

tion for adult life," she said. "Adults ought to realize this. That children already do know it. We know from many investigations we have made. Seventy, 80, 90 per cent of young people in school want some form of examination."

She is much more guarded when it comes to teachers' old parents and admits, "of the political parties only we Conservatives concede that examinations are something good; the others see them as something of a necessary evil."

Examinations are a clearly defined goal for pupils' work in school and for the school's work with pupils. Each side knows exactly where it stands.

"Opponents of the system say examinations put pressure on the weak but an investigation in non-study oriented studies used before to apply for admission to upper secondary school than children of highly educated parents."

Children from homes without a tradition of study clearly need more encouragement, more support than others to dare to take further steps along the road to further education. They need to know that they can do it. They need an answer in



A SECO leader protests against exams.

learn what might seem to be boring subjects is taken away. Studies are not just pleasure they are hard work."

Not surprisingly her words found no sympathetic echo among the SECO storm troopers crawling in their sleeping bags on the floor outside the Parliament building.

One of the protesters, Anna Robert, 16, of Allv School, Stockholm, said: "We want to work together, not compete against each other. Everybody needs a good education. Everybody should be allowed to have a place in high school or university."

SECO's campaign weapons range from a leaflet showing a child being branded a second-class citizen by a teacher to a flysheet that asks them to know that they can do it. They need an answer in

Distance learning 'only answer' for new nation

by Isabel Marlow

SALISBURY A new education system, with a strong distance learning component, was called for by educationalists attending the first national education conference in the new nation of Zimbabwe.

"New approaches will have to be developed which take into account the harsh realities of the majority living at subsistence level," Professor Jack Lewis, vice-chancellor of the University of Zimbabwe, said in opening the conference.

"The Government now spends £70m on education. But if this was doubled and foreign aid provided another £70m, it still would not be enough even for universal primary education, the conference was told. Professor Peter Kinyanda, director of the Institute of Adult Studies at the University of Nairobi, told the conference that the ideal of the

individual's right to education was far from reality in the developing nations.

In spite of all the efforts and resources that had gone into education, developing countries had managed to educate fewer than half of the people. He advocated alternative forms of education, buttressed by modern technology and techniques, for Zimbabwe, which has to grapple with the problem of quantity before quality.

Distance teaching was one such alternative. "It is a cheap and cost-effective method of expanding education, reaching isolated parts of the country, supporting and extending rather than supplanting formal education."

Mr Alan Dock, senior science lecturer at the University of Zimbabwe, took up the theme, caught the attention of all those at the conference. He said that it was possibly the only realistic answer for Zimbabwe, which is com-

mitted to promoting education for all.

"We have everything—radio, television, a national mail system, well-developed commercial, correspondence schools, community development organizations and a network of mission stations."

The drawbacks to this scheme were seen by conference delegates as being opposition from parents and children who see it as second best, the fact that study group tutors are not at present part of the recognized salary structure for teachers, and the difficulties of teaching science.

But research being done at the University of Zimbabwe proved that science by distance teaching is possible, the conference was told. Cheap, throwaway apparatus—a pin, a matchbox, paperclips and a few pieces of string—are all that is required to teach electromagnetism to O level students, according to Mr Dock.

China

How to overcome the three barriers

Peter Mauger looks at one

way in which

socialist China deals with

young people who commit

anti-social crimes

Just over a year ago the Xicheng District Reformatory was set up in the outskirts of Peking for children who have committed offences of one kind or another which as fastidious Peking jockeys deride as "petty larceny" or "theft". The school has 274 boys and 39 girls between the ages of 13 and 18, organized in 11 classes.

The school was originally founded in 1953. Wang Shanguan who was the reformatory head from its foundation until it closed down during the Cultural Revolution, has now resumed his post after 10 years of absence.

admitted in the school came from capitalist families who had lost their privileged position and some were children of criminals executed by the People's Government.

But the number of reformatories has increased to 10, with 1,423 students (Peking has 1,047 secondary schools with a total enrolment of 330,000) with the Cultural Revolution.

This increase is attributed to the anarchism of the period when the Gang of Four was in power.

"This was the time," he says, "when our schools were adversely affected. Then our students were dismissed from studying under the pretext of guarding against the emergence of 'intellectual aristocrats'. Opposition to the teachers' dignity was used as an excuse, and our teachers were often criticized and not allowed to run schools and give guidance to the students as they should. So a growing number of teenagers were left alone, which was not at all surprising."

In the last two years things have

tion of holidays. The children asked if they could go home once every two weeks, given good behaviour, and the staff agreed.

The minimum stay at the reformatory appears to be six months. The students are expected to overcome three barriers: to observe rigid discipline and live as a member of the collective; to break away from their former associates; and to make efforts to find out the causes of their misdemeanours.

On admission they are placed in classes according to their educational level with extra evening lessons for those who have fallen far behind. The curriculum is the same as in normal secondary schools, except that school work takes up four days and manual labour two. In normal schools only one day out of six is spent in productive labour. Their homes still remain on the roll of their former schools, so that they may return there when they have "mended their ways".

The first batch of 80 active young

Council called off yet again

by Hilary Wilson

For the third year running the scheduled meeting of education ministers from the nine European Community countries has been cancelled. It was due to take place next week, but has now been rescheduled for the end of June.

Continuing objections from the Danish Government, that education is not a Community matter, caused the cancellation, although the French Government, which in the past has raised similar objections,

waived the meeting to take place. Last week the Danes said they would be willing to let education ministers meet and review EEC education work provided no decisions were taken.

The meeting is now set for June 27-28, Luxembourg. This is just three days before the end of the session of the EEC and the Danes, who have been anxious to see the education ministers meet during their six-month term of office, the maximum time to work out a solution.

COURSES

The Western Summer School
Trinity College, Carmarthen
August 3rd-10th, 1980

Republic of Ireland

Computer studies examined

by John Walshe

DUBLIN

A committee has been set up to advise Mr John Wilson, the Education Minister, on the introduction of computer studies into the secondary school curriculum. It will look at educational and financial implications of moves in this area.

Until it reports, the Minister has agreed to allow an optional computer studies section on the mathematics syllabus for the state's 320 secondary schools. Until now computer studies have not been officially recognized in the schools, one in 10 of which have computing facilities.

In the tertiary sector colleges have expanded or introduced computer studies courses to help meet skill shortages in this area.

The micro-electronics industry is of recent origin in the Republic and has proved highly successful. Already there are more than 70 companies in the country, principally subsidiaries of United States organizations. Twelve out of the top 100 American electronics firms have plants in Ireland or have announced their intention of setting up here.

It is expected that there will be rapidly increasing demand for more electronic engineers, electronic technicians, computer programmers and systems analysts. Proposals are being implemented to raise numbers of electrical and electronic technicians annually.

N. S. T. LTD.

SCHOOL AND GROUP TRAVEL SPECIALISTS

1981

GUARANTEED FIXED PRICES

Reductions for Large Parties

CONTINENTAL TOURS TO MOST EUROPEAN COUNTRIES

U.K. TOURS—LARGE SELECTION

EXCURSION PROGRAMME INCLUDED

Language Courses—France

A.B.C. Flights to Canada and U.S.A.

Travel and enquire group arrangements

Sports Specials

Outdoor Education Courses

1981 BROCHURES AVAILABLE NOW

N.S.T. Freepost

13/17, All Hallows Road, Blenheim,

Blackpool, Lancs. FY2 0BR

Telephone: (0253) 52525 (10 lines)

TRAVEL

LONDON ADVENTURE SCHOOL TOURS

- * Fully inclusive tours programme
- * Prices fixed for 1981
- * London Tours Specialists
- * We use our own Luxury Coaches
- * Day trips to France optional extra
- * One adult free with 10 paying members
- * Tours designed to your special requirements

For full details and brochure

OVERSEAS NEWS

South Africa

Needs of industry make Coloured protests well timed. John Kane-Berman reports

Boycott forces commitment to equality

JOHANNESBURG The single most important consequence of the recent boycott by Coloured schoolchildren in South Africa is that the Verwoerdian doctrine of education for servitude has been officially declared dead. The Government committed itself to the goal of equal education for all, said Mr P. W. Botha, the Prime Minister, at a recent press conference.

Twenty-five years ago, when the first nationalised black education, Dr Verwoerd, the then Minister of Native Affairs, proclaimed that the Government's policy would ensure that blacks were educated only in accordance with their designated status in economic life, which was to perpetuate manual labouring jobs. The African section of the black population suffered most under this policy, expenditure on their education being paid to the State. The Coloured and Indian sections did not fare much better, but it was inevitable that their anger would sooner or later force itself into the open.

The resulting boycott could not have been more superbly timed. For the disastrous legacy of Verwoerd has never been more

apparently apparent to white South Africa than it is now.

After half a decade of recession, the South African economy is poised to grow this year in real terms by between five and six per cent—a performance that will make it the envy of the western world. But businessmen are suddenly discovering to their consternation that educated manpower is in such short supply that the eagerly-awaited economic boom is in danger of being choked off prematurely.

During most of the last decade the shortage of skilled manpower was hunched on the fact that the reactionary but powerful white trade union movement refused to allow blacks to perform skilled jobs.

But now that the industrial colour bar is at last being removed, businessmen are finding that blacks are ill-equipped to fulfil the hitherto whites-only jobs.

So however much Mr Marais Steyn, the Minister of Coloured Relations, blamed the boycott on ignorant and boasted of his department's achievements in improving "coloured" education, there was not a businessman in the country who did not know from his own experience that the boycotters were

absolutely right when they said their situation was inferior.

As Prime Minister committed to rapid growth and sympathetic to the needs of the business sector, Mr Botha had no choice but to intervene. He has stated not only that the Government has now bound itself to equal education for all, but that he will consider setting up an inquiry into the country's education system. He has even said he has an "open mind" on whether the presently separate education departments for whites, Indians, Africans, and Coloured people should be merged.

Mr Botha's personal intervention broke the back of the school boycott as it was entering its fourth week. But several questions have yet to be answered: Will Mr Botha's promises be fulfilled? How fast? And will they satisfy the demands of the Coloured and Indian pupils?

Black schoolchildren stoned a man to death in Port Elizabeth when white teachers chosen by parents tried to persuade children to end a boycott of classes. Pupils boycotted classes in the black homeland of KwaZulu have been threatened with action by Mr Oscar Dhlomo, Minister of Education. Chief Gntsha Buthelezi's Government.



United States

Stamp marks new department

by Clive Cookson

WASHINGTON Mrs Shirley Hufstetler, the Education Secretary, shows off the design for a new United States postage stamp, to be issued in September. It was completed within one month, rather than the two years the Post Office usually takes to launch a stamp, so that Mrs Hufstetler could use the design during the department's to mark the official opening of the new Education Department (ED).

The stamp bears the words "learning never ends" and it is based on a sketch pointing by the late Joseph Albers. Mr Albers did not intend his picture, which he called "Homage to the square: glow", to have any connection with education, but Mrs Hufstetler said it symbolised her department as "a vibrant constructive force for good in this country. I intend it should have a ripple effect—as depicted schematically by Albers—starting from a deep solid base and reaching out to 'nurture' and 'more people each year'."

The week in which the Education Department came into existence was proclaimed "Salute to Learning" week by President Carter, and it was marked by an assortment of public relations events: White House cele-

brations; meetings and symposia; visits by Government officials to schools and colleges; and several speeches by Mrs Hufstetler, expressing high hopes for the department but giving little away about its future policies.

Spokesmen for Washington's educational associations have been critical of the way Mrs Hufstetler went about organizing the department in the months following her appointment at the beginning of December. They said the 200 or so outside experts and consultants she brought in to advise on the reorganization caused confusion and stirred up unnecessary bad feelings.

But they like most of the permanent appointments she has made to senior positions in education. Perhaps their main gripe is that she chose as Under-secretary (her deputy) Steven Mintz, a black foundation executive who, like her, has had no professional experience as an educator.

President Carter committed himself to setting up a Cabinet-level education department during his 1976 election campaign. (Ronald Reagan, the most likely Republican candidate in this year's Presidential election, has said he will abolish the department.)

OVERSEAS NEWS

Australia

Referendum to be held on funding of private sector?

by Bill Purvis

SYDNEY The Prime Minister, Mr Malcolm Fraser, has pledged that the Government will hold a national referendum on the issue of aid to private schools if the High Court rules that such aid is legally invalid.

The High Court last month reserved its decision on a claim by a group known as Defence of Government Schools (DOGS) opposing federal funding of non-government schools.

The DOGS claim is based on its reading of a section of the constitution prohibiting federal "establishment" of any religion. As most of the private schools are run by religious bodies the High Court has to decide if federal funds are being used to establish a religion.

The DOGS case was concluded early in April and a decision is expected sometime between September and November.

If the result goes against the Government it is now committed to holding a referendum to amend the constitution.

The federal opposition spokesman on education, Senator John Button said the Australian Labour Party would campaign for a "yes" vote in such a referendum.

However Senator Button said ALP support was conditional on the referendum seeking approval for federal funds to go to state and private schools on the basis of their needs.

When the Labour Government was in office under Mr Gough Whitlam from 1972-1975 it sought to allocate funds to private schools on the basis of their needs—more money going to the poorer private schools and very little to the wealthier colleges.

But Senator Button pointed out that even if the High Court ruled in favour of DOGS it might still be possible to allocate federal funds to schools without infringing the constitution.

One way that has been suggested is for the Federal Government merely to hand over certain funds to the states and leave it to state governments to allocate the money as they see fit. There is no constitutional prohibition on the states spending money on religious schools.

The president of the Australian Teachers' Federation, Mr Gerry Tickell, accused the Prime Minister of using the issue to disguise his Government's shortcomings.

Mr Tickell said Mr Fraser's statement was a cynical attempt to play



Prime Minister Fraser.

down the needs of government schools by stirring up old sectarian conflicts. There were bitter debates in the early 1960s when state aid was first granted.

He said the Fraser Government had transferred A\$90m (£45m) in the past three years from the public education sector to the private schools.

More than 20 per cent of Australian school pupils attend non-government schools. The types and the quality of education vary. Some are expensive boarding schools. Many are small parish schools run by the Roman Catholic Church with fewer facilities than state schools and even higher teacher-pupil ratios.

Republic of Ireland

Computer studies examined

by John Walsh

DUBLIN

A committee has been set up to advise Mr John Wilson, the Education Minister, on the introduction of computer studies into the secondary school curriculum. It will look at educational and financial implications of moves in this area.

Until it reports, the Minister has agreed to allow an optional computer studies section on the mathematics syllabus for the state's 320 secondary schools. Until now computer studies have not been officially recognized in the schools, one in 10 of which have computing facilities.

In the tertiary sector colleges have expanded or introduced computer studies courses to help meet skill shortages in this area.

The micro-electronics industry is of recent origin in the Republic and has proved highly successful. Already there are more than 70 companies in the country, principally subsidiaries of United States organizations. Twelve out of the top 100 American electronics firms have plants in Ireland or have announced their intention of setting up here.

It is expected that there will be rapidly increasing demand for more electronic engineers, electronic technicians, computer programmers and systems analysts. Proposals are being implemented to raise numbers of electrical and electronic technicians annually.

Distance learning 'only answer' for new nation

by Isabel Marlow

SALISBURY A new education system, with a strong distance learning component, was called for by educationalists attending the first national education conference in the new nation of Zimbabwe.

New approaches will have to be developed which take into account the harsh realities of the majority living at subsistence level, Professor Jack Lewis, vice-chancellor of the University of Zimbabwe, said in opening the conference.

The Government now spends 270m on education. But if this was devoted to foreign aid provided another 270m it would not be enough even for universal secondary education, the conference was told.

Professor Peter Kinyanjui, director of the Institute of Adult Studies at the University of Nairobi, told the conference that the ideal of the

individual's right to education was far from reality in the developing nations.

In spite of all the efforts and resources that had gone into education, developing countries had managed to educate fewer than half of the people. He advocated alternative forms of education, buttressed by modern technology and techniques, for Zimbabwe, which had to grapple with the problem of quality before quantity.

Distance teaching was one such alternative. It is a cheap and cost-effective method of expanding education, reaching isolated parts of the country, supporting and extending, rather than supplanting, formal education.

Mr Alan Dock, senior science lecturer at the University of Zimbabwe, took up this theme which caught the attention of all those at the conference. He said that it was possibly the only interim answer for Zimbabwe, which is com-

mitted to promoting education for all.

"We have everything—radio, television, a national mail system, well developed commercial correspondence schools, community development organizations and a network of mission stations."

The drawbacks to the scheme were seen by conference delegates as being opposition from parents and children who see it as second best, the fact that study group tutors are not at present part of the recognized salary structure for teachers, and the difficulties of teaching science.

But research being done at the University of Zimbabwe pointed to science by distance teaching is possible, the conference was told. Cheap, throwaway apparatus—a pin, a watch, a pencil and two pieces of straw are all that is required to teach electronics to O level students, according to Mr Dock.

BEC

Council called off yet again

by Hilary Wilson

For the third year running the scheduled meeting of the Education Ministers from the nine European Community countries has been cancelled. It was due to take place last week but has now been rescheduled for the end of June.

Continuing objections from the Danish Government, that education is not a Community matter, caused the cancellation, although the French Government, which in the past has raised similar objections, is now expected to attend.

At the meeting it was expected that the Danish and the French would be willing to accept a compromise to meet and review EEC ministers from the nine European Community countries has been cancelled. It was due to take place last week but has now been rescheduled for the end of June.

Continuing objections from the Danish Government, that education is not a Community matter, caused the cancellation, although the French Government, which in the past has raised similar objections, is now expected to attend.

China

How to overcome the three barriers

Peter Mauger looks at one way in which socialist China deals with young people who commit anti-social crimes

Just over a year ago the Xicheng District Reformatory was set up again on the outskirts of Peking for children who have committed offences of one kind or another. The school has 171 boys and 38 girls between the ages of 13 and 18, organized in 11 classes.

The school was originally founded in 1953. Wang Shiangchuan was the reformatory head from its foundation until it closed down during the Cultural Revolution, has now resumed his post after 10 years of absence.

In the last two years things have turned for the better, and I do believe that the situation will continue to improve. But a complete transformation of society is a Herculean task for a long time to come.

All the children are boarders. When the school started the staff called a meeting to discuss the ques-

tion of holidays. The children asked if they could go home once every two weeks, given good behaviour, and the staff agreed.

The minimum stay at the reformatory appears to be six months. The students are expected to observe three "barriers": to observe rigid discipline and live as a member of the collective; to break away from their former associates; and to make efforts to find out the causes of their misdemeanours.

On admission they are placed in classes according to their social level, with extra help for those who have fallen far behind. The curriculum is the same as in normal secondary schools, except that school work takes up four days and only one day out of six is spent in productive labour. Their names still remain on the roll of their former schools, so that they may return there when they have "maded their way."

The first batch of 80 active young ringleaders came with all kinds of apprehensions. "The school was fenced in with barbed wire, the teachers carried pistols," but they appear to have been impressed by the effort to encourage them to criticize their own faults and identify their reasons for their delinquency.

admitted to the school came from capitalist families who had lost their privileged position and some were children of criminals executed by the People's Government.

But the number of reformatories has increased to 10, with 1,423 students (taking in 1,047 second-year schools with a total enrolment of 830,000) since the Cultural Revolution.

This increase is attributed to the anarchy of the period when the Gang of Four were in power.

"This was the time," he says, "when our schools were adversely affected. Then our students were dismissed from studying under the pretext of 'guarding against the emergence of intellectual aristocrats.' Opposition to 'the teachers' dignity' was used as an excuse, and our teachers were often criticized and not allowed to run schools and give guidance to the students as they should. So a growing number of teenagers were lost astray, which was not at all surprising."

In the last two years things have turned for the better, and I do believe that the situation will continue to improve. But a complete transformation of society is a Herculean task for a long time to come.

All the children are boarders. When the school started the staff called a meeting to discuss the ques-

Sweden

Industrial crisis disrupts schooling

by Chris Mosey

STOCKHOLM Sweden's worst ever industrial crisis badly disrupted schools and day-care centres around the country.

The worst hit area was Gotland, where 25,000 children were affected as teachers stopped on a one-day strike. Another one-day strike of 400 teachers closed schools in Lidingsjö, near Stockholm.

Child minders and pre-school teachers in the Solna area of Stockholm went on strike forcing parents

to take children to work with them or stay at home. And at other day-care centres staff joined in the wave of industrial unrest to protest unofficially against low pay and understaffing.

Action was on two fronts. In the private sector 75,000 workers were locked out of their jobs, ending 100,000 workers went on strike and thousands of others handed over times in support of a 11.3 per cent pay claim, after being offered a 2.3 per cent rise.

In the public sector 14,000 workers went on strike, 12,000 were

locked out and thousands handed overtime in support of a 12 per cent pay claim. They had been offered a 4.8 per cent rise.

Mr Gunner Ohlsson, Lidingsjö schools' director, criticized the strikers. "Their action has done most in need of education, the hardest," he said.

All educational radio and television programmes were halted by the crisis and classes had to be cancelled when teachers failed to arrive at their schools because of transport problems.

All-night exam protest staged in Stockholm's main square

STOCKHOLM Sweden's schoolchildren's union recently mounted a 24-hour vigil in Stockholm's main square in protest against examinations.

The vigil was the first of several planned demonstrations against the examination system by members of SECO, the Swedish Students' Central organization, which made considerable strides towards their goal of an all-round school system during the years of Social Democratic rule but which, since the swing to the right in the mid-1970s, has been fighting increasingly to "regain the school."

In the present three-party coalition government, Mrs Britta Mogger is a Conservative, and a staunch defender of the examination system, have a definite place in the prepara-

tion for adult life," she said. "Adults ought to realize this. That children already do know it. We know from many investigations we have made. Seventy, 80, 90 per cent of young people in school want some form of examination."

She is much more guarded when it comes to teachers and parents and admits, "of the political parties only we Conservatives consider that examinations are something good; the others see them as something of a necessary evil."

Examinations, give a clearly defined goal for the school's work with pupils. Each side knows exactly where it stands.

"Opponents of the system say examinations put pressure on the weak but an investigation by Uppsala showed that children given extra help before they enter the system to apply for admission to upper secondary school than children of highly educated parents."

Children from homes without a tradition of study clearly need more encouragement, more support than others to dare to take further steps along the road to further education. The used to know that they can do it. They need an answer in black and white that they will be able to cope with higher education. Only an examination gives this," Mrs Mogger said.

In an examination-free school achievement is not rewarded. The reward lies instead in that you get pleasure out of what you learn. Without examinations the drive to



A SECO leaflet protests against exams.

learn what might seem to be boring subjects is taken away. Studies are not just pleasure—they are hard work.

Not surprisingly we would find no sympathetic echo among the SECO storm troops crawling through the sleeping bags on the floor of the opposite of the Parliament building.

One of the protesters, Anna Roberts, 16, of July School, Stockholm, said: "We want to work together, not compete against each other. Everybody should be allowed to have a place in high school or university."

SECO's campaign weapons range from a leaflet showing a child being branded a second-class citizen by a teacher, to a flysheet that asks a teacher: "Everybody should be allowed to have a place in high school or university?"

"Not many people support us," said a young campaigner sadly, "the protest work on for the political parties, only the Communist Party will do away with examinations." The last opinion poll showed the Communists were supported by 6 per cent of the electorate.

COURSES

The Western Summer School
Trinity College, Carmarthen
August 24th-28th, 1980

Counseling, Strategies & Objectives

In person for teachers, school workers and all students in English-speaking countries.
Lecturer: Dr. J. A. Williams

Provision of Reception, Conferences, Seminars, Workshops, and University
For further details write to: Mrs J. A. Williams, 20 Westbourne Ave., Epsom, Surrey, Tel. 0354 3075

TRAVEL

£99
MEDITERRANEAN
PYRENEES

Includes holiday 10 days, July, August, September, Full Board, 4 berth frame tents at Mas Forge, Viêt coast, castles, ovens, forests, walk the mountains, Coach London.

Details: 7-Palmer Close, Benbury (0298) 50614

LONDON ADVENTURE SCHOOL TOURS

- * Fully inclusive tours programme
- * Prices fixed for 1981
- * London Tours Specialists
- * We use our own Luxury Coaches
- * Day trips to France optional extra
- * One adult free with 10 paying members
- * Tours designed to your special requirements

LONDON ADVENTURE SCHOOL TOURS

For full details and brochure please write to—
198/200 High Road,
Woodford Green, Essex.
London Adventure
School Tours Ltd.
Tel: 01-504 9747



KULICKE Exhibition Frame System



Frodox Aluminium or Acrylic box
self assembly frame, for the gallery and again.
Full details and price lists from


Design Objectives Ltd.
29 New Bond Street
London W1Y 9HD
Telephone: 01-499-2516

Sir,—I should think that most teachers would be delighted to secure the employers' wishes in connection with conditions of service, if, in return, a guarantee was made to keep teachers' salaries in line with Houghton.

Could this be a basis for negotiations? It would certainly be a recipe for long-term peace.

R. A. CLARKE
Aldersley School,
Tardurhurst Lane,
Coddell,
Wolverhampton.

The school buses for now.



Devon

Right now is when you need Devon buses. Now for economy, now for reliability, now for durability, now for nationwide after-sales back-up and NOW for delivery too.

Devon Buses mean superb quality and craftsmanship, a choice of base vehicles, engines, colours, interior specifications - and all Devon buses are manufacturer approved.

Now is the time to fill in the coupon for full details of Devon Buses. We look forward to hearing from you.

To: Brian Allings, Devon Covertors Ltd.
Address: Works Rd, South, Devon EX10 9HA.
Tel: (03935) 27071. **Telex:** 42624.
Please send me details of the new Devon B15 range.

Name

Position

Address

Tel. TEL 6/5/80

Devon BUSES

COURSES

EDUCATIONAL DEVELOPMENT ASSOCIATION



President: J. H. Aldam, M.C., M.A.

The Teachers' Association for In-Service Training
Established 1968

Summer Schools Programme 1980

PREPARE FOR CHANGE, REASSESSMENT AND RESPONSIBILITY
For details of the courses and facilities of the Colleges please write to the appropriate Summer School Secretary stating lines of course.

NORTH WESTERN SUMMER SCHOOL

Bangor, North Wales

Bangor Normal College, Gwynedd

Sunday 27th July-Saturday 2nd August 1980

Principal: David Owen, J.P.

Art and Craft in the Primary School
Outdoor Education
Secondary—History/Geography and Culture
Bilingual Studies
Physical Education in the Primary School
English Country, Music and Sword Dance

Monumental brasses, Heraldry and Church Craft
Primary School Mathematics—A Practical Approach
Practical Grammar
Reading and Language Development in the First and Middle School

Further details and brochure from:
The Secretary, Mrs. G. E. Owen, 105 Paris Wood Road, Wilthinton, Manchester M20 5RF. Tel: (061-441) 8595

WESTERN SUMMER SCHOOL

Carmarthen

Trinity College, Carmarthen

Sunday 3rd August-Saturday 9th August 1980

Principal: Frank Maeda

The Magic of Wales
Organisation and Management of a Primary School 5-11 years
Overcoming Reading Difficulties
Education Outside the Classroom
Curriculum Leadership
Art Workshop
Curriculum Policy in the Infant and First School
Drama and Skills in the Primary School

Primary School Management
Photography for Teachers and School Assessment, Evaluation and Guidelines in the Basic Subjects
Primary School Mathematics
An English Policy for the Primary School
Counselling, Strategies and Objectives
Fun Week: A special course for children (7-14 years), whose parents are attending courses.

Further details and brochure from:
The Secretary, Peter J. Maeda, Whitegates, 20 Westbury Avenue, Emswath, Hants. Tel: (02532) 2670.

NORTHERN SUMMER SCHOOL

Durham

New College, Durham

Saturday 28th July-Friday 1st August 1980

Principal: Sid Brown, B.Ed., F.R.S.A.

Primary School Courses
The Development of Language and Literacy in the Primary Years
Using the Outer for Music Making and Accompaniment
Modern Practice in Nursery, Infant and First School
Primary Education in the 1980's
Teaching in a Multi-Racial Primary School
Management in the Early School Years
School Management—Infant and Junior Schools

Primary/Secondary Courses
Assessment in Education
A Modern Approach to the Teaching of Religious Education in Catholic Schools
The Organisation and Administration of Special Schools
Resource Organisation in Schools
Symposium (1-4 years)
Secondary School Management
Pastoral Care in the Comprehensive School
Comprehensive School Management
Media Management in Secondary Schools

Further details and brochure from:
The Secretary, Peter J. Maeda, 8, Grosvenor Gardens, Hydebridge, Devon. Tel: 075 557 284 (044 100)

SOUTHERN SUMMER SCHOOL

Portsmouth and Isle of Wight

Portsmouth Polytechnic

Saturday 28th July-Friday 9th August 1980

Principal: David Fisher

PORTSMOUTH MANAGEMENT CENTRE
First Year Courses
A Primary School Language Policy
Assessment in Education
Planning and Educational Management
Learning Disabilities: Children with Special Educational Needs
Curriculum Enrichment for Able Children (1-4 years)
The Under 5's
The Under 11's
Planning the Curriculum for the Junior and Middle Years
Preparation for a Headship
Primary School Success

Art and Craft (Polytechnic)
Responsibility for Learning
Infant and First School
Instruction for Head Teachers
The Way Ahead: The Primary Years and Beyond
Specific Learning Difficulties
Southern Bellies—Vital
LITTLE APPLE MANSION, RYDE, ISLE OF WIGHT
10th-12th July
The Victorian Island
10th-12th August
Creative Activity
2nd-10th August
The Junior Years Course in Music Education

Further details and brochure from:
The Secretary, Mrs. Joan Fisher, 85 Mill Road, Whitlsey, Nr. Portsmouth, Combs. Tel: (0703) 202180

Industrial Sponsorship in Schools Universities and Polytechnics

HOTEL RUSSELL
16 JULY 1980

An important day conference to outline and discuss industrial sponsorship for education. Among the topics will be the sponsored student scheme, industrial sponsorship, business and management schools, vocational course sponsorship, help for schools and short courses.
The speakers include Mr Robert Rhodes James, M.P.; Mr K. J. Johnson, Director, Dunlop; Professor David Sharp, Glasgow University; Professor F. F. Moore, London Business School; and senior managers from industry—B&Q, ICI, Metal Box, the Post Office and other companies.
An essential conference for industrial and educational staff concerned with sponsorship in all its forms.
For conference details, write to or telephone CRAC (Career Research and Advice Centre), Conference Office, Watnam Street, Cambridge CB2 3RQ. Telephone 0223 54311, ext. 24

Read for a Degree in your spare time

87% of Wolsey Hall students known to have sat London University External Degree first exams last year passed. And 5 of them gained First Class Honours out of only 11 awarded.

Wolsey Hall is the Oxford Home Study Centre whose qualified tutors give you individual attention. To find out more about the Wolsey Hall way to obtain a degree or other qualification write for (free booklet or telephone

W.M.M. Wilson MBE TD, MA, Head, 204, Wolsey Hall, Oxford OX2 6PR
Telephone (0865) 54251 (24 hrs)

Wolsey Hall
Accredited CACC Member ABCC

Accredited CACC Member ABCC

Accredited CACC Member ABCC

Accredited CACC Member ABCC

Accredited CACC Member ABCC

Accredited CACC Member ABCC

Accredited CACC Member ABCC

Accredited CACC Member ABCC

Accredited CACC Member ABCC

Accredited CACC Member ABCC

Accredited CACC Member ABCC

Accredited CACC Member ABCC

Accredited CACC Member ABCC

Accredited CACC Member ABCC

Accredited CACC Member ABCC

Accredited CACC Member ABCC

Accredited CACC Member ABCC

Accredited CACC Member ABCC

Accredited CACC Member ABCC

Accredited CACC Member ABCC

Accredited CACC Member ABCC

Accredited CACC Member ABCC

Accredited CACC Member ABCC

Accredited CACC Member ABCC

Accredited CACC Member ABCC

Accredited CACC Member ABCC

Accredited CACC Member ABCC

Accredited CACC Member ABCC

Accredited CACC Member ABCC

Accredited CACC Member ABCC

Accredited CACC Member ABCC

Accredited CACC Member ABCC

Accredited CACC Member ABCC

Accredited CACC Member ABCC

Accredited CACC Member ABCC

Accredited CACC Member ABCC

Accredited CACC Member ABCC

Accredited CACC Member ABCC

Accredited CACC Member ABCC

Accredited CACC Member ABCC

Accredited CACC Member ABCC

Accredited CACC Member ABCC

Accredited CACC Member ABCC

Accredited CACC Member ABCC

Accredited CACC Member ABCC

Accredited CACC Member ABCC

Accredited CACC Member ABCC

Accredited CACC Member ABCC

Accredited CACC Member ABCC

Accredited CACC Member ABCC

Accredited CACC Member ABCC

Accredited CACC Member ABCC

Accredited CACC Member ABCC

Accredited CACC Member ABCC

Accredited CACC Member ABCC

Accredited CACC Member ABCC

Accredited CACC Member ABCC

Accredited CACC Member ABCC

Accredited CACC Member ABCC

Accredited CACC Member ABCC

Accredited CACC Member ABCC

Accredited CACC Member ABCC

Accredited CACC Member ABCC

Accredited CACC Member ABCC

Accredited CACC Member ABCC

Accredited CACC Member ABCC

Accredited CACC Member ABCC

Accredited CACC Member ABCC

Accredited CACC Member ABCC

Accredited CACC Member ABCC

Accredited CACC Member ABCC

Accredited CACC Member ABCC

Faculty of Human Sciences
Department of Applied Social Sciences
Centre for Studies in Counselling

CNA Postgraduate Diploma in Careers Education and Guidance (Part-Time)

In-service course —
Teachers/Staff concerned with Preparation for adult life
Components include: Counselling, Interview Training, Social Life Skills, Occupational Studies and Curriculum Development and Organisation.
TWO-YEAR PART-TIME
Two evenings or one afternoon and evening each week.
CNAA POSTGRADUATE qualification in Careers Education and Guidance.

CNAA Diploma in Pastoral Care and Counselling with Special Reference to Schools (Part-Time)

Applications are invited for this two-year course commencing October, 1980. The course will take place on one afternoon and evening per week, and will include a number of residential weekends. Applicants must be qualified teachers with normally a minimum of five years' teaching experience and should be able to show evidence of current involvement in Pastoral Care activities in secondary schools.
Further details from: The Faculty Registrar, R.I. 4H10
North East London Polytechnic
Livingstone House, Livingstone Road, London E15 2LJ Tel: 01-554 4117

NELP North East London Polytechnic

DORCAN SCHOOL SWINDON

A one-day, school-based conference for teachers on
Wednesday, July 2, 1980

TEACHING LITERACY IN THE SECONDARY SCHOOL

with particular reference to those pupils experiencing difficulties with reading and spelling.

This one-day course is designed to allow teachers to compare notes on approaches and strategies for developing literacy in the secondary school, and to visit Remedial Groups using "The Dorcan Scheme". Basic Skills Groups, and mixed-ability classes, studying English, Science and Humanities to provide a context for discussion.

Full details from: V. A. Simon, Dorcan School, Covington, Swindon

OSC OSC OSC OSC OSC

Organisation in Schools Courses: Churchill College, Cambridge

for all those holding or seeking responsibility posts...

English and the English Department

July 21-24

Pastoral Care: Aims and Methods in the Comprehensive School

August 4-7

Directed by Michael Marland, CBE

For further details contact: The Bookings Secretary, OSC, 22 Cornhill Terrace, London EC3A 3JF

THE POLYTECHNIC, HUGOBURGFIELD

Further expansion and development has allowed us to extend our degree programmes to include:

B.A. (Hons) in BUSINESS LAW

This three year course is designed for those who wish to pursue a career in business and commerce where a legal background is relevant or alternatively for those who seek qualification as solicitor or barrister, in which case exemption from the Common Professional Examination is granted to successful graduates.

For further details contact: The Registrar, The Polytechnic, Queensgate, Huddersfield, HD1 3DH. Tel: Huddersfield (0484) 22288

COUNSELLING TRAINING

1980/81

Two-week intensive June 30 to July 11

120 one-to-one half-hour sessions

and techniques, human development, group dynamics, ALSO two-year part-time course (half-day) and full-time course (evening) too, for full-time contact

WESTMINSTER PASTORAL

24 Regent Square, London W1G 6PH

15-16, Regent, 16 Training Department

15-16, Regent, 16 Training Department

15-16, Regent, 16 Training Department

15-16, Regent, 16 Training Department

15-16, Regent, 16 Training Department

15-16, Regent, 16 Training Department

15-16, Regent, 16 Training Department

15-16, Regent, 16 Training Department

15-16, Regent, 16 Training Department

15-16, Regent, 16 Training Department

15-16, Regent, 16 Training Department

Part of the action

Should researchers take a more active role in the educational debate?

Alan Little

examines this and other issues arising from

the findings of Jerome

Bruner's Oxford

Preschool Research

Project

Five years ago Jerome Bruner, the senior author of the Project books, warned us that education was in a state of crisis largely because of forces "far beyond those classically considered to influence the effectiveness of schools." One way of looking at these books (the product of a Social Science Research Council Initiative) is as his way of showing how research can help resolve that crisis.

The context for these studies was optimistic: the White Paper "Education: A Framework for Expansion" accepted the targets for pre-school provision outlined in Plowden. The government's aim (the word mandate seems to have entered the vocabulary two elections later) was to make nursery education available to those three to four-year-olds whose parents wished them to benefit from it.

Plowden's estimate was that this would mean 15 per cent of the age group in full-time provision and 35 per cent of three-year-olds rising to 75 per cent of four-year-olds in part-time provision. Government "action" would achieve this through increasing numbers of nursery places, so as to provide half a million places in nursery classes and quarter of a million in nursery schools.

The political will for expanding pre-school provision was there. Within the research community (both DES and SSRC) the feeling was that the problem of implementation was less ignorance about what needed doing, and more how to do it. The research and the nature of the finished reports. Clearly the economic and political climate has profoundly changed over the last six years. Oddly, that does not invalidate the basic assumptions of these studies; in a sense it makes them more relevant to the current debate.

In reading the Council's decision five things stand out:
1. That although education by itself is not a major instrument of achieving social equality, this affects the educational strategies for achieving equity, and not the objective.
2. That early experiences and opportuni-



ties within and outside education affect and constrain later ones, and serve as a basis for later basic skill and attitude formation.
3. That a variety of social changes (for example, nearly one million children now have working mothers) has made more urgent the need for effective support for children outside the family.
4. That because of the failure to implement the White Paper recommendations, the scale of existing provision is grossly inadequate. (DHSS figures show that at least one-third of mothers of under-fives are unable to find the help they need from existing pre-school provision, and only 5 per cent of under-fives in one-parent families are in day nurseries.)
5. That the principal provision for under-

fives is informal and voluntary, provided by the efforts of non-professionals—child minders and voluntary play groups. (Currently there are three times as many under-fives with child minders as in day nurseries, and eight times as many in play groups as in nursery schools.)
It is with these points at the back of one's mind that the reader should judge these books. Two more ton parental involvement and work with under-five-year-old children) will follow. Bruner's own book gives the overview of the research, the other three deal with particular types of preschool provision.

With the exception of the day nursery study, all the field work took place in Oxfordshire. Lack of day nurseries there forced the field workers to look at this form of provision in London. Localising the work in a single authority gives a continuity in focus, but also raises the question of what is a representative authority for the national scene.

The clearest example of this problem is the study of child minders. Several years ago the Jacksons raised the alarm about backstreet, unregistered minders looking after large numbers of children in appalling conditions for many hours of the day. More recently, Muijs and Petrie's research on registered minders found the experience was cramping and unstimulating for children, and concluded that it was often unsatisfactory to both children and their mothers.

By contrast, the Oxford study of child minders reports that the "gross category of mercenary, uncaring women herding vast numbers of small children into a damp and dangerous basement with nothing to do all day" was ill founded. According to this report, Oxford child minders are mothers that "have a great affection for children generally, who enjoy their company, and who find great satisfaction in staying at home and caring for them".

It is tempting to see Oxfordshire as different to the inner city areas, and its findings irrelevant to other parts of the country. This would be mistaken, partly because the unrepresentative nature of the authority gives added force to other findings, and to their general argument. Again, child mindings provides an excellent illustration: the authors find it hard to imagine "a nicer or better intentioned set of minders". Nevertheless, they are critical of the belief that simply because someone is a well intentioned and experienced mother she will make an effective minder for someone else's child.

As the authors put it (and document their judgment) "the great danger of this myth is that it dangles that minded children may have needs, wants, fears and anxieties that are different from the minders' own children, or that their behaviour may have a different meaning... It does not follow that the minders' experience with her own child will enable her to understand a child's behaviour or his underlying feelings".

Stressing the unrepresentativeness of the research location may result in ignoring the main thrust of the findings. First of all, the reports note considerable variability in style within all types of pre-school provision. The study of day nurseries notes two distinctive models: one in which the child appears to be deciding what he or she could be doing, the other in which adults appear to be structuring and directing activities. In the former, the social and emotional development of the children seem to be the predominant goals, in the latter cognitive growth and skill acquisition.

The fact that different day nurseries within the same area have different objectives and styles may not worry us unduly. But the authors concluded that for some children in some day nurseries "it may not be in the children's best interest to be in day care, because of the type of provision".

A similar point about variability is made on the report on play groups. While welcoming their existence, Bruner notes that they vary widely in their quality. "There are some that are lively and imaginative, others are dull and routine".

Child mindings is more varied in style and quality: the researchers found that even with minders that do not fit into the deprived stereotype a quarter of the children were disturbed or depressed.

continued overleaf

features

and that for at least one-third of the children mindreading created problems. This was not because of accommodation difficulties or lack of qualified minders, but because of something about the social and emotional relationship between parents, minders and child.

This point relates to the second main finding that cuts across all reports, namely the isolation of pre-school facilities from each other and the parents they are designed to assist. The administrative separation of educational and social services provision (nursery schools and day nurseries) is so well established that they have already been the subject of two interdepartmental circulars. Nevertheless, the study of day nurseries notes that they are still isolated from outside educational influences, to the detriment of both children and staff.

The private nature of the parent-child minder relationship and the location of the service in the latter's home results in no real communication between mothers and minders. Bruner calls this the culture of domestic privacy. Minders say they do not wish to pry into the lives of mothers; mothers talk about not wanting to interfere in the personal routines and habits of the minders. Each sees her life as autonomous from the other. The result is that the child often suffers.

Perhaps the overriding characteristic of pre-school provision stressed in these studies is that it does not fit neatly into the authority structure of the educational establishment. All types of provision are cut off from each other, and there are no binding guidelines, no inspectorate, little hierarchical control by local education authorities. Rather, it is a set of loosely connected and autonomous small units.

This is the key to the team's central conclusions: without understanding the need for more and better-funded provision, it is the opening up of the preschool field to discussion and scrutiny from outside that is stressed. Child care (both inside and outside the family) is essentially a private world. Contact between parents, minders, play group leaders, etc. are rare, links with other agencies few and often off-putting. Accountability is lacking, and the reports emphasize the need for a debate that involves providers and receivers of services.

The task is a delicate one: professional sensitivities are real, and any open discussion must not threaten the confidence of parents in their own skills as child rearers. Bruner points to the heavy assault on parental self-confidence in aiding the development of their children, despite the findings of Barbara Tizard that as far as language development is concerned, homes are more effective than pre-school facilities. Nevertheless, Bruner concludes that a public debate on the scale and nature of provision is required, not least because present discussions tend to be about single facilities or particular issues, rather than the general perspective of caring for children.

It is here that Bruner's book is relevant. He sees a different role for the research community, not as detached experts seeking technical solutions to problems set by the political and professional process, but as actors in a public debate designed to scrutinize schooling. His view is that the lack of such a debate, and educational research's failure to help formulate a position far to explain current educational pessimism and the weak role played by educational research in policy making and implementation.

Consciousness raising is his slogan, and in these volumes one sees its explanation. It will be interesting to see by what means they are used to raise levels of public consciousness. One straw in the wind is that there has already been a nursery "sit-in" in one of the project schools, as a protest against cuts and threats of closure.

Alan Little is Lecturer in Social Administration, University of London Goldsmiths' College.
Jerome Bruner, Under Five in Britain (£9.95; paperback £3.95); Kathy Sylva, Carolyn Roy and Marjorie Parker, Childwatching at Playgroup and Nursery School (£9.95; paperback £4.25); Bridget Bryant, Miriam Harris and Dee Newton, Children and Minders (£9.95; paperback £3.95); Caroline Garland and Stephanie White, Children and Day Nurseries (£9.95; paperback £2.95); all published this week by Grant McIntyre.



Last week the Programme for Reform in Secondary Education (PRISE) held a conference on 'minischools'. Here Virginia Makins looks at the latest innovation within secondary schools, while Rick Rogers reports on PRISE in our pressure group series

Getting a mini on the road

Virginia Makins

minischool (sk-) n. Semi-autonomous unit in a secondary school where a group of teachers take responsibility for the education and welfare of 100 or more pupils.

It's unlikely that this definition will ever make the *Oxford English Dictionary*. But if a group of teachers who met in Leicestershire over the last weekend have their way, it should at least begin to filter into educational discussions.

The Programme for Reform in Secondary Education (PRISE) organised a conference on minischools, starting three schools that have adopted a particular way of organizing secondary schools. The schools are an all-through comprehensive at Telford, in Shropshire—Madeley Court,

and two Leicestershire community colleges—Thomas Estley, an 11 to 14 High School, and Countesthorpe, a 14 to 18 Upper School.

There are differences between the three. But they seem to agree on the purposes and benefits of their minischools (or "teams", as they all call them in practice). One main idea is to make a small, cohesive, social and educational base for pupils in a big secondary school. The other is to break down the barrier between "academic" and "pastoral" concerns that exists in so many comprehensive schools, and to encourage teachers from different subject departments to work together when planning and assessing the work of individual pupils.

What the schools have done is to split

up their pupils into "teams" of 100 to 150 pupils, with four to seven teachers. Each team has its own area, which is used both for teaching and as a social base for pupils (pupils also go out to specialist areas for some lessons).

The teams are subdivided into tutor groups, and whenever possible tutors teach their own group. Tutors are responsible for academic work and the pastoral care of their group of pupils, backed by their colleagues in the team. In all the schools the teams include a specialist teacher for English, maths, social studies, and science. Countesthorpe teams include art, and Thomas Estley teams design, and either music or physical education.

At Countesthorpe tutors often work informally with pupils in their tutor group on the core subjects of English, maths and social studies. At Thomas Estley, there is a more formal arrangement where many teachers teach subsidiary subjects, working in teams alongside subject specialists. Department heads run weekly meetings which amount to in-service training for teachers from other specialisms.

At Madeley Court and Countesthorpe, the teams are subdivisions of year groups, and operate only for the younger pupils (11s to 13s at Madeley, 14s to 16s at Countesthorpe). At Thomas Estley, the teams have "gone vertical", and each team has children from all three year groups.

Teams at all the schools handle home-school relations (at Madeley, working in an educational priority area, improved relations with parents is seen as one of the great successes of the system). They arrange their own outings and projects, look after their own territory, do some of their own fund raising, and evolve their own rules and standards of behaviour.

Within an agreed framework, and in close consultation with subject departments, they plan the curriculum and assess the work of pupils in the team. "It means growth comes from the grass roots instead of being imposed from above. Chances for change are identified by the teachers themselves," says John James, a deputy head of Madeley Court.

All the schools say the system brings considerable social benefits. Discipline problems are lessened, vandalism disappears. "It's made a tremendous difference to the fabric of the school," says John James. Standards of behaviour and attitudes to work are set by a small cohesive group of teachers and pupils who know each other well: "Everybody is

more polite," says Di Griffin, head of Thomas Estley.

But the schools are quick to stress the academic benefits. "I'm anxious that it should not be seen as a more sophisticated device for control," says John Watts, head of Countesthorpe. "It does pay off in terms of social peacekeeping, but the real justification is that it makes for more coherent planning of an individual student's programme, and improves the quality of learning."

All the schools opened in the past ten years. At Countesthorpe the minischool system was hammered out after a couple of years, by a staff who, from the start, had been committed to innovation. At Madeley, it was started two years ago on the initiative of a new head, and they say it is still very much at the development stage. John James says "It takes time for teachers to come out of their specialisms and work as a unit."

Thomas Estley is the newest school, and started with a team system for its first small intake of 11-year-olds. The "vertical" system developed naturally, and curriculum and resources could easily be developed to fit. The result is an extremely flexible organisation which allows for class or team teaching, vertical or single-age grouping, depending on the preferences of teams and subject departments.

The school now has three teams of about 150 children and seven teachers (the school is expanding fast—by 1982 there will be 720 pupils). Teaching takes place in half-teams, with 75 pupils and three teachers for any period.

Maths and humanities are vertically grouped, with 11 to 14-year-olds together. Science, English and languages are taught in single age groups. For design, the first two years are taught together. For physical education, older boys and girls are taught separately. Science teachers take individual classes, English teachers work sometimes in pairs and sometimes singly.

Not so much a programme...

Rick Rogers

PRISE stands for the Programme for Reform in Secondary Education. Many of its members will deny that the organization is a pressure group at all. Robin Chambers, the PRISE chairman and head of Chisold Park comprehensive, says: "We are a fluid organization—very small and not in the business of being a mass movement."

Zoe Image, a teacher and the PRISE secretary, claims: "It is an intellectual response rather than a banner-waving one." But pressure group it is—albeit of a hybrid sort. And those same members who, later in the conversation, refer unprompted to PRISE as a pressure group, The ambiguity arises because of the way PRISE does things and the people it seeks to influence.

PRISE developed in the mid-1970s, out of a concern by teachers and educationists committed to comprehensive education, who found that most like-minded colleagues were not looking critically enough at what was happening in comprehensive schools. Their criticism in comprehensive schools, and then disseminate it."

At first PRISE attracted a wide range of people—teachers, education officers, heads, governors, advisers, college of education staff, even parents. Membership peaked around 400. It went down badly during 1978 to 80/90—due mainly to an organizational cock-up—but has jumped back to about 300.

The majority now are teachers, with as many heads as other teachers. The group is weakest on parents. Nor does there seem much concern about this. Indeed it is very much a radical trade association rather than a consumer body.

A greater problem is felt to be that two-thirds of the membership are London based. The idea of having regional groups has not taken off—and there are currently only "pockets of activity" in places like Leicester, Milton Keynes, Nottingham and Oxfordshire.

The idea was to discuss the present condition of secondary education, and

the "desirability for an inquiry into or commission on secondary education". The outcome was nothing so grand, but probably more effective: PRISE.

"Our response," says Margaret Maden, head of Ilington Green comprehensive and a past PRISE chairwoman, "was that we had got the Campaign for Comprehensive Education, which responded to criticism in a largely political and polemical way, backed up by a lot of hard fact-finding and statistics. Very useful."

"But we thought that something else was needed—a group where, because we were all people who were quite clear that comprehensive education was the right way forward, could look critically at ourselves and be more reflective."

"We had won the reorganization argument. But we needed what was then called a final push—to analyse and decide what we meant by good practice in comprehensive schools, and then disseminate it."

At first PRISE attracted a wide range of people—teachers, education officers, heads, governors, advisers, college of education staff, even parents. Membership peaked around 400. It went down badly during 1978 to 80/90—due mainly to an organizational cock-up—but has jumped back to about 300.

The majority now are teachers, with as many heads as other teachers. The group is weakest on parents. Nor does there seem much concern about this. Indeed it is very much a radical trade association rather than a consumer body.

A greater problem is felt to be that two-thirds of the membership are London based. The idea of having regional groups has not taken off—and there are currently only "pockets of activity" in places like Leicester, Milton Keynes, Nottingham and Oxfordshire.

Finance comes from members' subscriptions (£3 a year) plus any profits from the two or three conferences organized every year (this year there are four). There are close ties with the Campaign for Comprehensive Education, which elects two members to PRISE's 15-strong management committee.

The main link for most members is the newsletter *Prisenews* (three times a year) and attending one conference a year. There is a hard core of 60 to 70 members who go to every conference, and meet together more often informally. Within them, there are the regulars—about 25 to 30, who are either on the management committee, or form part of four or five study groups set up each year.

The basic official PRISE objective is to win improvements in the way comprehensive schools are organized and managed, and in the curriculum offered by them. That is a solid enough aim—and one which, say, the main teachers' unions would compositely put their names to. The difference—and the excitement—came in the way PRISE seeks to achieve that aim.

PRISE attempts to bring together the various "stakeholders" in the comprehensive system: teachers, heads, governors, LEA advisers and administrators, parents. As such, PRISE is more about study groups and conferences; not about study groups and conferences; not about study groups and conferences.

Harry Rée was aware early on of the gap, even the mistrust, that exists between teachers and administrators and between administrators and academics. Yet they were concerned about and responsible for the same things. Get them together, and not only can you bridge the gap, but also change each other's thinking and, eventually, ways of doing back in school or county hall.

Much time and energy are invested in the study groups. These have two basic purposes: to enable a small number of committed people to work as a unit on a chosen issue to produce material for public distribution; and to "generate" a conference.

The groups meet every three or four weeks for up to a year. Detailed guidelines have been drawn up by Harry Rée and Maurice Kogan on how to produce papers for discussion; how to arrange a conference, and advise on group membership.

For example: "The composition of each group should be sufficiently broad to make sure that the PRISE objective of eclecticism is met." The "control and management of schools" study group has five members—a head, an LEA inspector, a professor of social administration, a teacher (the head of a school English department), and a chairman of a school governing body.

The most difficult task for the groups is knowing how to present a detailed run-down of a year's solid work to the very mixed audience at a conference. For the conference is the main arena of influence—the pressure point—for PRISE.

"We have always felt," says Margaret Maden, "that if we can run a good conference with two or three hundred people present, then they will go back to the schools and education offices, and what they do in the future will be influenced by what they have observed, absorbed and questioned at the conference." In short, convert a head and you can improve one school; convert a chief education officer and you can improve several.

Robin Chambers puts it this way: "The Secretary of State should be able to go to a PRISE conference and feel that something important was being said. Mark Carleton has yet to attend one; his predecessor missed out too."

Many members refer to PRISE's "treasonous" moral-boasting properties—being with people interested in getting things moving in education. In the cold climate of the eighties that should become increasingly valuable.

It has also been called a rare cure for a busy coterie—an educational health farm. Being in PRISE though is hard work; and can provide an urgency missing from conventional self-indulgence. For example: "The best thing for me is being able to meet with people who haven't been cowed by the stifling criticisms of comprehensive schools."

"It's enormously encouraging to meet with PRISE people who, on the whole, are intellectually able, sane and progressive.

The mutual support offered is very important, particularly now, when 'trimming' is the order of the day—not just financial but also philosophically."

"It's an organization to think and work hard in."

PRISE, then, refreshes the parts other groups cannot reach. What does PRISE "think hard" about? There have already been study groups and conferences on mixed ability teaching, assessment and exams, running schools, school and work. Current issues include the control and management of schools.

Two innovative conferences this autumn are the one held last weekend on minischools (establishing small semi-autonomous schools within larger schools), and another on education and independence (assessment and teaching and learning through independent study). To some, PRISE is regarded as "a powerful contribution to in-service training as it should be."

At its best though, PRISE's achievement is not just in being a front runner in explaining and promoting some educational change, but also in trying to pick off and take with it key people in education—from teachers to chief education officers—who can help to do the job for it. It is what Robin Chambers calls "constructive pressure—being pressured without feeling threatened."

The biggest disappointment has been the failure to involve more people. Margaret Maden says: "There are an awful lot of teachers in comprehensive schools who very much welcome the opportunity to reflect on what they are doing or not doing. I am absolutely convinced that the ability to do this improves the quality of your work. But it is not the normal pattern of most comprehensive schools to build in that facility. And we are not getting enough of these teachers into PRISE."

PRISE encourages the need for pluralism: "The notion of polarizing doesn't figure very largely. There seem to us to be many different ways in which comprehensive schools can be effective—whether talking about the curriculum, teaching or managing schools."

That characteristic has been much criticized in the past as being too academic and too hesitant. And some members have been lost because of it. So too was an initial manifesto, abandoned when no agreement could be reached on what it should say.

The differing views as to what sort of group PRISE should be, which surfaced at its launching conference in October, 1975, are still around. It less vocal: should it be more political? Should it concentrate solely on secondary education? Should it be more like the other conventionally campaigning pressure groups?

Currently the pluralists prevail. It has not quite become what Maurice Kogan envisaged: "a small group of high-powered educationalists producing seminal documents designed to improve existing comprehensives." For, as with many voluntary groups, those involved are already too busy.

The result is inevitable. Not enough time is put into organization—too little recruiting, too little dissemination of information and material. The cost is a low media profile, a smaller membership than head or should be, and on all that feel to the meetings. Much good thinking, and a lot of energy, except for those who did the thinking.

The management committee recognizes the problems. They would like to have a part-time paid organizer, to make *Prisenews* better and more widely read than it is, to produce books and pamphlets based on the work done.

As yet there seems little impetus to sort out these problems. Their own remains too narrow and their time limited. But if PRISE wishes to extend its sphere of influence, these tasks must be taken up. Until they do, the criticisms and self-criticisms will stick.

Rick Rogers is education correspondent of the *New Statesman*. PRISE can be contacted through Zoe Image at the Camden/Westminster Teachers Centre, 100 Stanhope Street, London NW1 (01-387 6593), or Richard Barnes at the Stantonbury Campus, Milton Keynes MK14 6BN (0908 314055).

Next week's article in this series will be on the Society of Teachers Opposed to Physical Punishment (STOPP).



At Thomas Estley School, children across a three-year age-range work together in a team.

review

We all wear jeans

'Class is what people say it is.' Well, perhaps. John Vincent examines a new study of the problem

Class: Image and Reality in Britain, France and the U.S.A. since 1930.
By Arthur Marwick.
Collins £9.95.
00 216199 0.

Professor Marwick is Professor of History and Dean of Arts at the Open University. He is mildly relevant that he rose from a working-class, politically committed, bookish, in-the-home Scottish council house background, via an Edinburgh council school, a direct grant school, Edinburgh University, and Balliol, to his present position of notional influence. It is not surprising that his previous books, like this one, have explored large-scale social change in twentieth-century Britain in a manner by which his own. The author would not doubt reply that this is an ambitious book. It is a fair answer, for even to outline the nature of classes in Britain, France, and America involves an enormous academic literature, to say nothing of non-academic sources. His bibliography is a happy hunting-ground, while the "filmography" lists large numbers of films, from *Pasport to Politics* in *The Graduate*, which have provided inspiration.

What is class? For the author, this presents few problems. Any, he says, with Marzian classes, rooted in production and existing chiefly to least other classes. But he is not a more anti-Marxist revisionist, for he also says away with the alternative, classes rooted in production but getting on quite well together, and classes not rooted in production but rather for it. These doctrines are not necessarily false, but they are none the less doctrines, not observable facts about stratification, or common expressions used by people when talking about class.

For Professor Marwick, class is (very nearly) what people say it is, or have said it was. It is a continuously fluctuating stream

of subjectivity which the historian can only roughly and unceasingly convey. Before going on to consider the oddness of this approach, let us note that if the author has let his enthusiasm for subjective images of class run away with him, he has nevertheless done his homework on the objective studies of stratification. He knows his Gibbons and his small town surveys, he knows who owns what, how peasant vote, and what proportion of the higher civil service went to Clericalism schools. But he does not respond to this material, does not make an argument of it; he conscientiously "pots" it, no more. What really interests him as an historian is how class has been described or portrayed in ordinary non-academic contexts.

Collapsing usage illudes society into two classes (if power is in "question" "us" and "them") or three classes if it is a question of money, status, culture, and pattern of life. This seems an enduring pattern, even if it is perhaps no more than a fact about the simple thoughts of simple men. The man in the street can be wheeled on with equal truth as a supporter of a theory of irreducible social dichotomy, or as a sound believer in harmonious social gradations. (There is little evidence that the man in the street gives more than perfunctory attention to the matter—why should he?) When one gets away from colloquial usage, the picture gets more complicated. British and American sociologists often prefer a six or seven-class system which they see as corresponding to observable strata and classes—a word not on Professor Marwick's lips. He forgets the old definition of lower-middle class as those who never entertained. British marketing men, interestingly, are happier with a four-class system of AB, C1, C2, DE. The French, of course, confuse the issue. Many French sociologists want to divide society into three classes: some as priests as a class; and then there are the peasants, the nobility, and a middle class very different from that of Britain and America.

So much for the patterns actually used. None of them is obviously false, and none obviously true, as good as another. The myths and generalisations are false, but they may contain a germ of truth. It is no surprise

that American steelworkers and even farmhands consider themselves middle class, that American political utterance avoids the term working class but speaks of the Communist Men, and that the class below the middle working class is seen by those above as a much clearer entity than in France or Britain. It is this capitalist mystification which robs the American worker of his class consciousness. Happily, on the outspoken and highly class-conscious statements by American workers printed here, they show a working class which is politically articulate not because of absence of class feeling, but because it is sharply aware of itself as being separate from both the classes above and below, and therefore expresses its sense of class conflict by low political participation, partly by a periodic and conservative resentment of the alliance between capitalism and the welfare classes. America, with its rigid taboos on class, is the country most responsive to Marxist analysis, while France, with its sophisticated Marxist culture, is still best understood through the vision of Bakka.

Marwick is most tantalising on the subject of upper classes. In America he sees the purely social kind of upper class embodied in the Social Register as the nucleus of a single national upper class in a political and economic sense. Not having a House of Lords, so to say, they are finding it necessary to invent at least an Upper Ten Thousand. Marwick must become impressively a hereditary class, but the process has not yet got to France, on the other hand, swarms with both real and false members of a noblesse whose functions are limited to the display of the particle and the maintenance of its exclusiveness. The effect of 1789 has merely been to divide the numbers of pretenders to nobility (like Giscard de Gaulle). Having abolished the landed gentry, the French have found it necessary to reinvent an urban equivalent.

Britain is a different story. The sociology of the British upper class remains to be written. This tells us something about sociologists, who are sociologically themselves a deviant group and rarely come from old

English families. It tells us something about their methods: the "upper class" shows up as 1 per cent or so of any sample, which is enough to put the statistically conscious into a dither. It is partly a result of the almost total success of upper class disinclination about death duties, penal taxation, and self-portrayal as a failed aristocratic, real residue. The consequence is that the middle class came near to perceiving the British upper class as asocialistic victims of history.

Professor Marwick has no definite message. His conclusions are a bit light: the class in the sense of culture is disappearing (we all wear jeans), but that in economic terms class is strengthening under the impact of inflation, itself a consequence of class struggle. He says at times with the idea that class may be a social and moral good, but his feelings do not seem much engaged either way beyond some conventional egalitarianism. He does not explore the possibility that class-based cultures matter more than class itself. Those who want an accurate picture of the social structure of the nation should look elsewhere. This is a book of social impression and anecdote, of which the best concerns the horrific history of class. Professor Marwick which adds the back cover, with only the kindly *Guardian* eyes to show that he is a stray from Mrs. Dymally. Dymally and not one of the great villains of history.

A viewer wrote to him: "... I wonder whether... you could make some effort to improve your unkempt appearance. It was clear from your accent and dress last night that you have risen, by dint of hard study, from the working classes. Your accent is completely acceptable, but your appearance is NOT." Professor Marwick enjoys the joke, but the reader may wonder whether unkempt looks and unkempt looks are symptomatic of the same class culture, and agree with him when he describes his work as "littered with evidence. Some I have carefully tried to interpret, some I have probably misinterpreted."

God, schlock and football

Roy Shaw reviews a week's television



Dennis Potter

On Sunday (when I started viewing for this article), television still makes taken substance to God, but the major part of the offerings reflect a great change from the Probyton-style "Relish Sundays" of my youth. Today, the Sunday programmes are much like any other day, but there is still an early evening "God-fest". The present one on ITV as *Credo*, and last week's was a thoughtful and provocative review of the more challenging attitude to the problem of poverty in this country that has been taken up by the churches working together in an admirable Christian unity.

Of course, the churches have traditionally been involved in direct action to mitigate the effects of poverty, running children's homes and family centres. Now, however, they have decided that picking up the pieces after poverty has struck is not enough and they have made direct appeals to the Government to provide preventive action. The Secretary of State for Social Services contributed a warning to the churches against "interfering in material things" and thereby losing their spiritual force. This nineteenth-century view that religion should be concerned only with personal salvation—a form of spiritual egoism—was soundly repudiated and the programme ended with an encouraging assurance that the churches were now working in "the dusty area of politics". This was religious programming at its best.

Later on ITV, *Comic Sunday*, very effectively presented by the Bishop of Winchester, represented an enormous improvement on the usual television of its worst—even if it still included some pretty awful songs of uplift. Songs of praise and praise, a religious tradition, and is surely due for similar re-thinking.

The most astigmatically fresh approach to religion, politics, and art was demonstrated by Dennis Potter in the *Levin* interview (BBC 2). Potter, our best television playwright, was once a committed Labour man, but has moved on intellectually. Not the extreme right like Kingsley Amis or Paul Johnson, but to a position of all-or-none political astigmatising. He sees

of the mass-market publishing business.

The programme was called *The Hippie*, but it could more illuminatingly have been called *The Abuse of Literacy*. It dealt with books sold like, and even sold with, soap powder. The content of the books was described by the £80 million trade itself as "schlock". And it is aimed (exclusively, it seemed) at women. One firm (Mills and Boon), producing 10 new titles a month, and they sell like hot cakes at Woolworth's and other outlets. Another (Future's Fantasy series) specialises in "bodice rippers" in historical settings.

An executive of the firm told us that rape was a common event in these stories, but hastened to assure us they were not nasty ropes, just "fantasy ropes". Another publisher told us the aim was to find titles that would sell a million copies and unsurprisingly added: "We try not to pass judgement on literary merit. Another meant much the same when he said 'We must not be elitist', thus adding yet another instance of the gross misuse of this word."

It was saddening to learn that Penguin Books are moving into this world. What a falling off here! But a lively lady literary agent, who appeared to have no misgivings, gave the explanation for this and the whole mass-publishing scene: "It's all to do with money." Visually, the programme was riveting, and Judith Ruz (ably helped by Solly Robinson) steered us through this jungle and its ethics with admirable clarity and impartiality. No need to denounce her, when the producers got the business so clearly gave the same only themselves. A disturbing but brilliant programme whose editor, Michael Blackett, deserves the gratitude of us all, especially teachers and all who resist the exploitation of women.

Unfortunately, BBC 1 also gave us this week the nearest thing that television does give us to the kind of "literature" that *Knot Landing* (the translation of Goethe's *Fortunio*) who contrives to reduce MacNeice's dramatic oeuvre to its lowest common denominator—allegory of a now sadly dated kind.

Compared with his poems, of course, MacNeice's radio scripts are too simplistic; lacking his own voice and the constant fusion of aggressive and penetrating translation of Goethe's *Fortunio* through the oblique plots of even the more notable scripts—*The Dark Tower*, *Prisoner's Progress* or (for heaven's sake!) the translation of Goethe's *Fortunio*—who contrives to reduce MacNeice's dramatic oeuvre to its lowest common denominator—allegory of a now sadly dated kind.

What of the other side of the relationship, that Kafka world of corridors and Controllers, from which as far as possible Gilliam sheltered his kind of creative talent, which once he had Dylan Thomas as an actor to be less frequently employed and which as soon as Gilliam died in 1964, liquidated his department? Ms Coulton gives us glimpses of its murky depths: an anecdote, for instance, of MacNeice's reply to a time-and-motion study asking what he had been doing during the blank spaces on his work-sheet: "I was thinking—of the heavy drinking which supported so many of its poems, including MacNeice. But like the incidents of MacNeice's own life, the story of the BBC at this formative period—his dragons add his heroes—forms only a vague backdrop to his work. I am too hard on Ms Coulton. She admires MacNeice even if she cannot explain why he is admirable. In the absence of a full-scale biography his book is something to be grateful for, as long as there was room to make sure that they also read the poetry."

John Spurling

arts

New notes

Following the premiere last month of Malcolm Williamson's Fifth Symphony by the Brent Youth Symphony Orchestra come works by Edward Gregson and Douglas Young for the Croydon Schools' Music Association and the Leicestershire Schools' Symphony Orchestra respectively.

The Gregson work, *The Salamander and the Moonraker*, was given on May 7, 8 and 16 in the Fairfield Halls as part of the Croydon Schools' 1980 Music Festival. Written for the 10 to 12 age group, the music is eminently singable, often catchily with more than an occasional hint of Gregson's brass band sound. Elsewhere ranks of young percussionists conjured up appropriate "spacey" effects to Reg Anderson's narration of Susan Gregson's libretto. Conductor Roy Terry conjured a fine focused tone from an enormous choir who sustained from memory a long programme which also included John Byrt's *Dives and Lazarus*.

The Leicestershire Schools' Symphony Orchestra, under Peter Fletcher, continued to perform a remarkable double service to contemporary orchestral music and adventurous programming. In Christ Church, Spitalfields, where they appeared on May 16, they have come upon possibly the ideal venue for their London visits—ideal that is when the public can be persuaded to go there. The church has a warm resonance, more than a little responsible for the orchestra's right inflection and powerful sound. *Three Night Journeys* under the Sea, Young's third major work for this group is altogether more cohesive and compelling than before, and his confessed aim for synthesis between the East/West, static/dynamic philosophies is here more of a fact and less of a confusion. The ensemble spends most of the time scattered in seven groups about the auditorium, each going its own way on an allotted spectral plane.

The best comedy of the week was provided by the last of the present series of *Not the Nine O'Clock News*, and await its return with keen anticipation. Mrs. Boyle's Englishman largely untricked, but the Welsh footballers who thrashed England provided (also on BBC 1) the most exciting television of the week. I repeated ungrudgingly to their stylish football, stylishly followed by cameramen whose skill never ceases to amaze me.

Sir Roy Shaw is Secretary-General of the Arts Council.

A. Fegitt

No towering figures?

W. W. Robson on contemporary English verse

The Oxford Book of Contemporary Verse 1945-1980. Edited by W. I. Enright.
Oxford University Press £7.50, 19 214108 2.
0 1902 281260 2.

Trying to Explain. Essays by Donald Davie.
Penguin New Press £6.35, 55635 343 4.

Mr. Enright has, very sensibly, interpreted "contemporary verse" as meaning "recent verse in English". About half of his poets, by my reckoning, could be described as English without further explanation or qualification; the rest holl from Scotland, Wales, Northern Ireland, or from the United States, or from the Commonwealth or ex-Commonwealth. But he has aimed at quality, not geographical coverage; no one should complain that Sylvia Plath, say, or Guyana, is not represented.

He has included 40 poets. There seems no point in arguing about particular inclusions or exclusions, who loses and who wins, who's in who's out. Philip Larkin in his *Oxford Book of Twentieth Century Verse* made out to be in larger number of poets, but at the price of modern representation for many of them. Mr. Enright has been able to give his chosen poets seven or so pages each. Some at least of his principles of inclusion seem unobjectionable. For example, he has included poets who made their names in the thirties and forties, but he has excluded the middle-aged (the youngest poet was born in 1942). Most of his poets are reasonably well known to those interested in contemporary verse.

About his choices within their rank there is room for more argument. In his introduction he states that "contemporary" is a relative term, and he thinks it is. He says that he has included poets who have been already anthologized (Q included the

Ode to a Nightingale). In the *Oxford Book of Twentieth Century Verse*, Mr. Enright believes he can find poets whose names are good as the widely anthologized ones, who he can, he goes for them. Thus he omits, for example, Larkin's "Church Going" and "Dockery and Son", Donald Davie's "Remembering the Thirties", Thom Gunn's "The Mercenary" and his own "On the Death of a Child". I think Mr. Enright's decision here is defensible but mistaken. He should have noted as if his book were the only anthology of contemporary verse. The *Oxford Books* have a quasi-institutional status. No one trying to do the current English verse what Q did for English verse in general could possibly have omitted, for example, Sylvia Plath's "Not Waving but Drowning". It may well be the only poem for which she is likely to be remembered. Mr. Enright's policy would have been apt for a purely personal anthology.

Naturally some excluded poets, and their friends, may feel disappointed or resentful. But Mr. Enright's book has the favour of the *Elusive*. He himself was associated with the "Movement" of the fifties and some of the poets who had nothing to do with it, and one or two who were actively hostile to it. It would be difficult to gather from these pages just what the Movement was, or what it was supposed to be.

Time he does a good job? My first impression is that he does—within the boundaries of his own taste, and the widespread contemporary notion of what poetry is. This notion, to a historically minded reader, seems very limited. One would not expect to find epic or tragedy; considerations of space alone would rule them out. But there is little, or no "public", formal, functional

verse here: no epiphany, no elegies, no idylls, no hymns, no anthems, no ballads, etc. etc. What we get from these poets is poetry what the seventeenth century would have called "a copy of verses". Often this is a very marginal comment on life. The poet does not commit himself very strongly or very emotionally. An ingredient of irony acts as a tranquillizer. The prevailing mood is something like a twentieth-century version of Matthew Arnold or Clough, but without their occasional serenity, or poignancy. Hughes alone represents the idyllic. Intellectually, the atmosphere is agnostic and secular; the mode of expression is journalistic.

Technically the level of accomplishment is very high. There is a good deal of free verse, but there is also much writing in strict forms, notably the sonnet. The rhythmically original and interesting. The American poets (Wilbur, Hecht for instance), are more subtle and sophisticated, craftsmen than the British.

No towering figure dominates the volume. (Is there a towering figure in poetry today?) Negatively speaking, the poets appear to be united in their determination not to write like T. S. Eliot—at any rate the Eliot of "The Waste Land". Otherwise, they go their own way. One or two of the American poets seem to be moving in part of Auden's orbit. But the general influence is simply the Zeitgeist, a diffused consciousness of what they agree in feeling to be an awful century.

There is, I suppose, no living tradition of major poetry today. Now and then a poet resists against his chains, now and then he tries to forget them in a never-ending land. The poets of this collection are more apt to

contemplate them with light irony and a touch of self-pity. I felt a certain lack of direct conviction which great poets share with some poems no one would call great. "The Village Blacksmith", or "When all the world is young, lad", Strong attack and bite are nowadays confined to purely comic verse. Some of Amis and Larkin's poems have this quality, but Mr. Enright has not emphasized it in his selection from them.

I have so far found only one poem in the book that goes on to my private list of great poems: Larkin's "The Explosion". But there is much else that I found interesting and impressive. In particular there is Charles Tomlinson's "Charlotte Corday" and Thom Gunn's "In Santa Maria del Popolo". They are solid poems—something more important than "movements". Mr. Enright's criteria, he tells us, were "clarity, passion and order". Perhaps his anthology is a little short on passion. But the other two qualities are well present, and we should be grateful for them. The poets are good conversationalists. They do not bore, insult, or ignore the reader as some (perhaps greater) poets have sometimes done.

Among the poets prominent in the anthology is Donald Davie, who has devoted his life to the promotion of an intelligent and critical public for contemporary poetry. It is good to have this miscellany of his recent pieces—reviews, essays, lectures, interviews. He has an air of workshop criticism about it. And if some, as usual, and shavings from the workshop are included, that does not matter. The main subject is American poetry, and Davie says many things that are lively, brilliant, and provoke the critical spirit of kind of British reader—of his kind. I recommend especially the group of essays on Ezra Pound.

From a Dark Tower

Louis MacNeice in the BBC. By Barbara Coulton.
Faber £12.50.
571 11537 3.

If Louis MacNeice is thought of as old—he is still a very underrated writer—it is probably as a poet of the thirties; one of the Auden mode. Yet he was only 32 when the decade ended, and although already admired for his poetry (especially "Autumn Journal") had not yet settled into the career which was to earn him his bread-and-butter and some respect, to designate his talent. Born in Belfast, the son of an Anglican vicar who later became a bishop, he had taken a first in Greats at Oxford, married in the last days of his last term and become an assistant lecturer in Classics at Birmingham University. In 1936 he had moved to London, with a lectureship in Greek at Bedford College. But, apart from the writing of poetry, all this was really a false start. His first wife left him in 1935 and went to live in America and he himself, visiting America shortly after the outbreak of the Second World War, thought of staying there like his friend Auden. Instead he returned to England to a past which is not glorious, married again and joined the BBC's Features Department, where he worked as writer and producer for the remaining 2 years of his life.

Barbara Coulton devotes her first chapter to MacNeice's early history and then, second to that of the Features Department, which at the time he joined it was a subsidiary section of the Drama Department and did not become fully independent under its great captain and

talent-spotter Laurence Gilliam until 1945. Alas, having whetted one's appetite for this long and absorbing study of MacNeice, the individualist and the institution, Ms Coulton fails to satisfy it. She takes pains to chronicle MacNeice's work for the department, script by script, and makes some attempt to give us a sense of what he was doing, but she gives little sense of its quality either as radio or literature. Nothing is more dreary or useless in the critical biography of literary figures than summaries of his subject-matter. Ms Coulton is an indefatigable summarizer. Ploughing through the oblique plots of even the more notable scripts—*The Dark Tower*, *Prisoner's Progress* or (for heaven's sake!) the translation of Goethe's *Fortunio*—who contrives to reduce MacNeice's dramatic oeuvre to its lowest common denominator—allegory of a now sadly dated kind.

Compared with his poems, of course, MacNeice's radio scripts are too simplistic; lacking his own voice and the constant fusion of aggressive and penetrating translation of Goethe's *Fortunio* through the oblique plots of even the more notable scripts—*The Dark Tower*, *Prisoner's Progress* or (for heaven's sake!) the translation of Goethe's *Fortunio*—who contrives to reduce MacNeice's dramatic oeuvre to its lowest common denominator—allegory of a now sadly dated kind.

What of the other side of the relationship, that Kafka world of corridors and Controllers, from which as far as possible Gilliam sheltered his kind of creative talent, which once he had Dylan Thomas as an actor to be less frequently employed and which as soon as Gilliam died in 1964, liquidated his department? Ms Coulton gives us glimpses of its murky depths: an anecdote, for instance, of MacNeice's reply to a time-and-motion study asking what he had been doing during the blank spaces on his work-sheet: "I was thinking—of the heavy drinking which supported so many of its poems, including MacNeice. But like the incidents of MacNeice's own life, the story of the BBC at this formative period—his dragons add his heroes—forms only a vague backdrop to his work. I am too hard on Ms Coulton. She admires MacNeice even if she cannot explain why he is admirable. In the absence of a full-scale biography his book is something to be grateful for, as long as there was room to make sure that they also read the poetry."

John Spurling

10th National Festival of Music for Youth

Fairfield Halls, Croydon
July 17 to 20, 1980

The National Festival of Music for Youth is the largest and most comprehensive event for young musicians in Europe and embraces every form of instrumental ensemble. 3,000 young musicians will perform over 200 works in 12 classes from full symphony orchestra to electronic music group from medieval ensemble to contemporary big band.

SPECIAL EVENT

"Jazz at the Fairfield" — July 18

A special evening concert featuring 200 of Britain's finest young jazz and big band musicians.

SPECIAL EVENT

"Tenth Anniversary Concert" — July 19

The Festival's Tenth Anniversary Concert with Julian Lloyd-Webber, the Essex Youth Orchestra, Croydon Schools' Centre for Wind Players and the Bromley Schools' Choir in a programme that will include the Cello Concerto No. 1 in A minor by Saint-Saens, the Debussy Nocturnes and the Polovitsian Dances.

Full information about all these events is available from

The National Festival of Music for Youth
234 Kings Road, LONDON SW3 4RP

resources

Sounds better and better

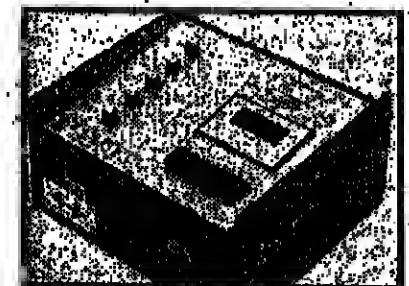
JOHN FREEMAN on audio-cassette recorders

Because of the lack of equipment suitable for classroom use education has been slower than the domestic market to change over to the compact cassette. Small cassette recorders produced in the 1960s were used in school for portable recording work but sound output was unsatisfactory for wider use: spool loading recorders, on the other hand, produced the higher sound output needed.

In the early 1970s the shortage of mono-spool loading tape recorders meant that education had to use cassette equipment. (The Tandberg 1500 is the only mono spool loading tape recorder left and still offers top quality recordings for mono work.) However, there was still no cassette recorder with a high sound power output. Small cassette recorders were used for a time connected to portable amplifiers to boost their sound power output. British manufacturers of audio-visual equipment were not in a position to produce suitable equipment, as there was no reliable supply of cassette deck mechanisms.

The problem was finally overcome with help from the domestic section of the market: the Thorn electronics group started production of music centres (radio with record player and cassette recorder) and for these they needed to produce the deck mechanism in this country. The deck was made available to smaller manufacturers and is now found in all types of specialist audio-visual equipment.

Domestic cassette recorders are still used in schools but rising costs



forced manufacturers to drop some features and change production techniques to keep down the price. This has resulted in machines which are not always completely suitable for educational work. A useful guide when choosing cassette recorders, particularly domestic types, is the Council for Educational Technology's User Specification, USPEC 4, covering mono cassette recorders and players. In USPEC 4 details of features described on machines for use in education and minimum performance figures are given.

Special designs

A large range of specially designed cassette recorders for school use are now offered. Two British companies using the Thorn cassette deck mechanism are Coomber of Worcester and Goodsell of Brighton. Coomber offer two styles of cassette recorder. The first is a large upright type fitted with a 250mm diameter loudspeaker, which has a choice of five or 15 watt sound power outputs (models 341 and 343). The second is a small case version with the cassette deck on a sloping panel angled towards the user. The loudspeaker, 200 x 125mm in size, is forward facing for classroom operation. These are offered in five watt (Model 307) or 15 watt (Model 309) versions. The Coomber recorders have been designed to give a good overall performance and to be simple to use. Recording level control is fully automatic and all units have strong wooden cases.

A new addition to the Coomber range is a small cassette player, the model 282. This unit can be used with a forward facing loudspeaker or connected to eight sets of head phones for group listening. Other Coomber cassette equipment manufactured for school use includes radio cassette recorders, music centres and a cassette recorder with built-in tape/vision synchroniser.

The Goodsell company were first to design equipment taking the Thorn cassette deck mechanism. The range of Goodsell CTR series cassette recorders all have the main

controls and the deck mechanism mounted on a top panel which slopes towards the user. The loudspeaker is forward facing, which makes it very suitable for classroom use. Standard CTR units are readily portable and are fitted with 200 x 125mm loudspeakers. An alternative case is higher and is fitted with a 250mm diameter loudspeaker.

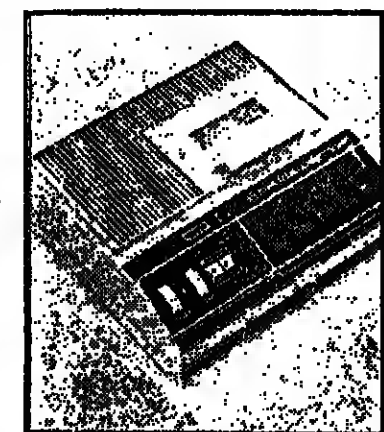
All the Goodsell cassette recorders have manual recording level control and some provide full input mixing. Inputs and output connections are duplicated on both DIN and jack sockets allowing easy link-up with other sound equipment. The recorders are offered in three levels of sound power output: 5 watts, 12 watts and 20 watts. Also included in the range of Goodsell cassette equipment are radio recorders, cassette recorders with built-in tape vision synchronisers, language tutor and two cassette players.

There are also imported cassette recorders designed for classroom use. Two makes which produce a high sound power output and can make high quality recordings are the 3M Wollonak range of cassette recorders from the United States and the Tandberg TCR222 from Norway. The TCR222 is of particular interest as it has a hard wearing three motor cassette deck mechanism which is solidly constructed and is self-suited to clock/timer recording of schools radio broadcasts.

The final type of cassette recorder design which has appeared in recent years is based on the domestic recorder and produced in factories making domestic cassette recorders. However, these machines have all the necessary features and matching performance for a wide range of educational uses. These units are normally small to medium size portable recorders with sound outputs of not more than two or three watts.

Small recorders

The two top models in the new range of cassette recorders from Bell & Howell A.V. Limited are the models 3196 and 3185. The 3196 is a mono/battery-recorder player with features that include a mains connected warning indicator, manual plus automatic recording level control, automatic switching for chrome



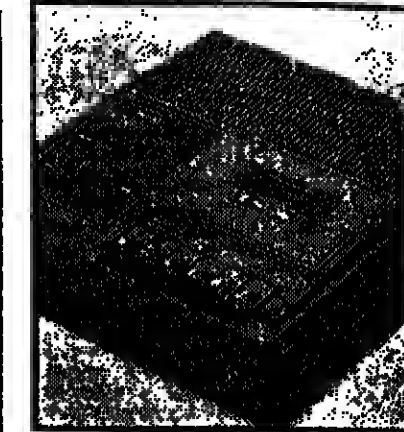
Above left: the Rank Aids 148B; right: the Bell and Howell 3185. Below left: the Goodsell CTR; right: the Coomber 341/343.

dioxide and normal tape cassettes, built-in microphones and tape, review and pause on the cassette deck. Output power is three watts and sockets are fitted for six sets of headphones. The Bell & Howell 3185 is a less sophisticated version of the 3196. There are two smaller machines in the Bell & Howell range, both mono/battery. They are the 3170 player and the 3179, a simple recorder player offering the basic requirements for cassette recording.

Both machines are provided with twin headphone sockets, mains connected indicators and cue, review and pause on the cassette deck. The sound power output from these machines is a little over 1 watt.

Rank Aids have introduced two new small cassette machines which are readily portable and simple to use, they are the Cassette 240 player and the Cassette 244 recorder player. The machines are mains or battery operated and have sound outputs of 1 watt. The internal loudspeaker is slightly angled towards the user and the cassette deck has cue and review function for programme searching and recap. Each machine has connections to take up to five sets of headphones. A simple tone switch is provided. The model 244 which may record as well as playback has a built-in microphone and automatic level control.

There are two other models in the Cassette range, the 148B with a 1 watt output and the 152B with 2 watts output and forward facing loudspeaker. The Cassette 152B also has a built-in tape vision synchroniser designed to operate with most slide and filmstrip systems. It can be seen that from the brief details given here that there should be equipment now available to suit all educational needs from small portables to classroom



Above left: the Rank Aids 148B; right: the Bell and Howell 3185. Below left: the Goodsell CTR; right: the Coomber 341/343.

recorders and high quality machines for those special recordings.

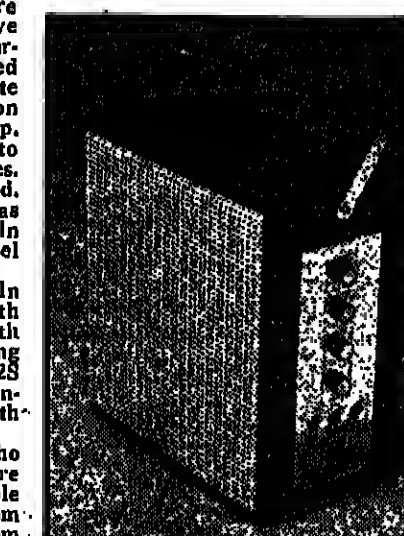
Addresses
Council for Educational Technology
3 Devonshire Street, London W1N 2BA

Tandberg (UK) Limited, Farnell House, 31 Kirkstall Road, Leeds LS3 1HR.

Coomber Electronic Equipment Ltd, 58 The Tything, Worcester. Rank Audio Visual Limited, PO Box 70, Great West Road, Brentford, Middlesex.

3M (UK) Limited, 3M House, PO Box No. 1, Bracknell, Berks RG12 1JU.

Goodsell Limited, New England House, Brighton, Sussex. Bell & Howell A.V. Limited, Alport House, Bridgewater Road, Wembley, Middlesex HA9 1EG.



Gradgrind approaches

by Nick Thomas

How Britain Earns Its Living Complete pack £12 plus VAT. Pupils' book £1.45. Teacher's guide £1.45. Hodder and Stoughton, PO Box 702, Mill Road, Dutton Green, Sevenoaks, Kent TN13 2YD.

How Britain Earns Its Living is a pack intended to introduce 9 to 14 year-olds to the basic facts of industry and commerce. We, and above all, to this country's position in the international market. It is sponsored by the National Economic Development Office and consists of a pupils' book, a teacher's guide, 22 slides of manufacturing processes, a fifty-minute cassette of dramatized episodes and materials for playing the 'UK Company' class game.

In many ways the UK can be considered as a very large firm. It even more ways, of course, this model is drastically inappropriate. Its selection is geared to certain interests and attitudes which are quite openly acknowledged. It is important that pupils should be aware of this and that they should have a realistic impression on which to form their

attitudes. "Realistic" here means a commitment to such notions as that "we" have to "beat" other countries; that "we" need a workforce which is mobile with respect both to type of job and geographical location; or that "instead of thinking of 'profit', it is often more useful to think of 'added value'".

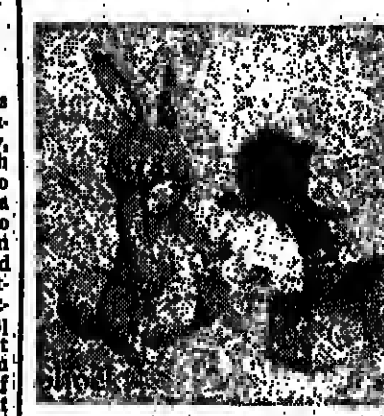
"More useful to whom?" is the question that one hopes alert pupils will ask—and not only in response to the last point. It takes no very sophisticated grasp of economics to see that this kit is committed to persuading the workforce of the future that state-interventionist capitalism is the natural and inevitable way of going about things.

We have here, in fact, a very clear example of the utilitarian (or Gradgrind) approach to education: not only should pupils learn skills which will be useful to employers, but they should also learn useful attitudes and beliefs. No awkward questions should be raised about matters like pollution, unemployment, overproduction, or overconsumption.

The more valuable aspect of this pack is its examination of a manufacturing company. Unfortunately, this is all wrapped around with notions like "added value". Two imaginary examples are used, a greening card firm and a furniture factory. The tape offers a discussion between the two owners of the card firm about their options for combating falling sales—means of reducing costs, means of increasing sales, and a debate between management and unions in the furniture firm about the proposed introduction of a new machine and consequent redundancies. The conflict here is blandly judged: "Some workers will have had to change their jobs, either within the firm or by moving on to other firms to find jobs."

The remaining element of the kit is the "UK Company Game". You are the directors of UK Company. As such, you have to make decisions about how the country's wealth, in terms of money and manpower, shall be invested each year to bring the biggest profit. You have control over five major manufacturing industries. The game seems to fall right between two stools, being both exceedingly complicated and totally unrealistic, which is something one might well say about this pack as a whole.

First aid sketches



A brightly illustrated poster on first aid is now available from Safety Equipment Centres throughout the United Kingdom. Designed for use in homes and schools the poster uses Dr Owl and other creatures to get its message across. Each sketch of an accident is accompanied by a caption which spells out the first aid steps to be taken before an expert arrives. The accidents include electric shock, poisoning, fractures, choking, etc. The poster is approved by the St John Ambulance Society. It costs £1.50 by mail order with discounts for bulk orders.

Safety Equipment Centres Ltd, 33 Elm Road, New Malden, Surrey. Telephone 01-442 9557.

Screenprinting materials

E. J. Arnold's booklet "Introducing Screenprinting" explains the basic techniques, gives notes on photographic stencil making without a darkroom, and lists the basic equipment for beginners, all of which is available from the firm of E. J. Arnold.

A beginners' kit could be put together for less than £30 and the booklet costs 50p. The firm suggest that screenprinting at its simplest is suitable for primary schools. E. J. Arnold & Son Ltd, Buttrick Street, Leeds LS10 1AX.

Closet of curiosities

Two new displays were inaugurated at the JLEA's Geoffrey Museum in East London last week: a "closet of curiosities" that belonged to the seventeenth century diarist John Evelyn, and four nineteenth century costumes.

Evelyn's ebony cabinet was made in Paris in 1652 and contains the selection of items loaned by the Victoria and Albert Museum to the JLEA. The original contents is listed by John Evelyn. Closet of this kind contained works of art and specimens of natural history. The Geoffrey Museum is at Kingsland Road, London E2 8EA, telephone 739 8568.

Mechanics of French

by Brian Hill

French from France, 5.

By Pamela Symonds
A Chorus 90p. Workbook 55p. Teachers guide £2.35 Filmstrips (5) £19 plus VAT. Spiralmaster £11. 3 tapes, £17 plus VAT. Longman Ltd., Harlow, Essex.

The latest part of the French from France series is now available. With its four predecessors (TES, January 6, 1978) it makes up a course intended for middle and secondary school beginners who are not academically inclined. It is also very suitable for "four debutants". The five parts of the course do not correspond to school years, for are geared to examination syllabuses. There is enough material for two to three years of work.

Given the target pupils, motivation is clearly one of the key factors. French from France attempts to stimulate it, partly through content—relevant, topical material to which pupils can relate—and partly by the variety of the components.

The theme of part 5 is work in France, and the units reflect the lives of several workers, from firemen and policemen to hairdressers and typists. At the heart of the course is a 64-page pupils' book, containing a mixture of dialogues, narratives and exercises, illustrated with black and white photos.

If the pupils are interested in the theme of a particular unit the texts should work well, but if not, the level of vocabulary could alienate them further. Unit 6, for instance, "Un jeune mécanicien", contains phrases such as: la bonne humeur and le moteur, though in fairness, they are introduced in context.

The introduction of new material in each unit is backed up by a tape, a filmstrip and photos. The tape contains commentaries to both the filmstrip and the presentation texts from the pupils' book, together with a number of oral and written exercises. They are spoken in clear French at reasonable speed.

For the practice and reinforcement elements, the course relies on its variety, in the current every-



"vrai on fait" exercises and multiple choice answers are standard. Further opportunities are also given for guided active oral work based on vocabulary from the presentation texts. All this is helped along by a workbook with lots of ingenious games and running dialogues to get pupils to manipulate the language.

French from France 5 is annotated together by an indispensable teacher's guide. This gives lists of topics, reaching 115 solutions etc., and also provides detailed notes on each unit. This is a horrid hidden away various grammatical points within the texts and their whistles to revealed in these notes.

The strengths of this course lie in its variety, in the current every-

day French it introduces, and in its subtle devices for reinforcement. Perhaps the main problem for a head-pressed teacher is the complexity of the referencing.

A further slight worry is that revision, such a vital feature of work with low achievers, is rarely explicitly mentioned. Of the nine units only four are listed as revision elements in the course.

However, these are points for which a teacher familiar with the course can compensate. Overall, French from France is an interesting attempt to provide up to date and relevant material for the most difficult target audience, and is well worth consideration when looking for new course purchases.

Instruments of authentic and disarming subtlety

ROBIN MACONIE reviews a range of records for the classroom

Little Songs of Thomas Campion Introduced and performed by Robin Macdonald Wells. Sussex Tapes H19, £6.50 cassette, £7.50 reel.

Educational Productions Ltd, Bradford Road, East Ardsley, Wakefield, West Yorkshire WF3 2JN.

The Chester Recordings Ensemble director, Alan Davis. Plant Life PLR 019, £3.25.

The Grosvenor Museum, 27 Grosvenor Street, Chester.

Susan Baker's Fiddles and Follies Featuring Susan Baker. Argo ZK 86.

Celtic Percussion Ensemble Music composed, arranged and conducted by Ron Forbes. Purchased from Alexander Leiper, Advisor in Music, Grampian Regional Council, Woodhill House, Ashgrove Road West, Aberdeen AB9 2LU, £3.50.

Robin Macdonald Wells is a rarity: a lecturer in English literature (at Hull University) who is also an accomplished musician. His performance of the music of Thomas Campion's lute songs is a most stylish introduction to a selection of the music of a great tradition of English poetry which is maintained in the Elizabethan lute. This is a most stylish introduction to a selection of the music of a great tradition of English poetry which is maintained in the Elizabethan lute.

A beginners' kit could be put together for less than £30 and the booklet costs 50p. The firm suggest that screenprinting at its simplest is suitable for primary schools. E. J. Arnold & Son Ltd, Buttrick Street, Leeds LS10 1AX.

Body language

by Michael Evans

Zig-Zag Packs Number One: My Body Author: Lyne and Roger Madison. Ward Lock Education, 116 Baker Street, London, W1M 2BB.

My Body comprises six sets of cards which, when folded, make up concertinas of six pictures of A5 size, hence the title "zig-zag".

Each of these concertinas, or study folders as they should more properly be called, follows one theme. After an introductory folder illustrating various bodily parts and activities, there are folders dealing with the eyes, the mouth, the hands and the feet. There is also a folder that deals with looking after the body.



Untroubled still is the idea of specialist Mr. Wells has none of the anachronistic mannerisms of the professionally-trained singer. He matches his voice to the lute and the result is a compound instrument of authentic and disarming subtlety. His performances have a quiet discretion and intimacy, a sense of scale and sharpness of timbre which recording is able to bring, but which is hardly possible in a concert setting. Ideal for domestic listening for the music, poetry or general studies classroom, or for individual listening from O level to undergraduate.

The Grosvenor Museum, Chester, is a valuable possession of a fine collection of fourteenth-century music. Now with commendable enterprise it has commissioned a recording of music of the period to enable the sound of those instruments to be more widely appreciated. The idea is excellent, the choice of composers—Dissey, Hottentot, Faber—

Corelli and the anonymous Pannoni Ground—stimulating, and the disc itself is of a thickness and solidity seldom encountered nowadays.

So far so good, but unfortunately there are drawbacks as well, of a kind the inexperienced promoter is prey to. All the recorder players, who are addressed rather coyly in the sleeve notes by first names only, betray an unfamiliarity with the niceties of technique and interpretation that is positively alarming. Intonation dips and slides, notes sustained too long, and a rather like a customer who has the exaggerated body movement that usually goes with such mannerisms is a possible reason for some strange double-image effects in stereo. What might have been a significant document of a fine set of instruments, through the use of inexperienced players and only routine production turn out to be a mere souvenir.

Susan Baker's cheerful demonstration of her collection of old and odd violins and related instruments is marred on the record programme of the same name by which she has become known as a concert artist. There is much in the variety of music as to the instruments themselves to attract interest at all ages: teachers at primary level will find a lot for children to enjoy listening to and to learn about, while older specialists will appreciate the opportunity to hear and compare the sounds of so many rare and historically interesting variants on the standard violin.

The collection includes examples of early fiddles, violas, lute and pocket violins, mandolins and hurdy-gurdies, also the curious walking stick violin—a miniature rather than a purposeful fiddle—and more

modern curiosities such as the thorn Stradivari, and the phono-fiddle of music hall comedy. There is also a violin made by George Robey, the twelfth to be built by this famous comedian and enthusiastic amateur maker. Particularly enticing are the different sounds of the dancin'-matters' pocket size violins, which range from a full-length, but narrow-bodied eighteenth-century fiddle by Scott, to tiny bumble-bee voices. Cuckoo-pochette, only 12 inches long, dating from the latter half of the seventeenth century.

One does not look for punctilious authenticity in a recording of this type, and the technical production has succeeded in capturing the essential quality of each instrument. Occasionally, however, Miss Baker's modern performance style has a tendency to overwhelm music and instrument, and I have some misgivings that the older and more delicate instruments appear to be tuned to modern pitch, a practice which could be putting them under dangerous stress.

Followers of The National Festival of Music for Youth will need no introduction to the Celtic Percussion Ensemble; Aberdeen's triumphant answer to Carl Orff. This pleasant Grampian-sponsored recording is a well thought-out and well produced conductor Ron Forbes, which can be recommended not only as a demonstration of what professional-style percussion playing sounds like, and the vast range of instruments and combinations available to the percussion player and composer, but also on the strength of Ron Forbes' music, a series of short pieces and arrangements eminently suitable for movement class, rhythm practice, games or background music for a school play.

resources

Mariners ho!

by Martin Goldsmith

Operation Drake
A project of Capital Radio, Finsbury Tower, London NW1 3DR. Phone 01-368 1288

Operation Drake is a splendid media package; and also a promising stimulus for a wide range of possible learning projects. Basically, it is a two-year voyage round the world—roughly following Sir Francis Drake's route 400 years ago—in a sailing ship crewed by teams of young people. En route, these young explorers are taking part in a variety of carefully planned projects, surveys and explorations—improvement on their predecessor's more sanguine activities.

More than 300 schools in the London area are following the expedition, which has another seven months to go. Capital Radio is providing a very thorough back-up—a weekly newsletter, free wall chart, video from returned team members, and two broadcast bulletins each week which unfortunately fall outside school hours: just after 6.30 pm on Wednesdays, and 4.30 pm on Sunday afternoons. Capital has also been collaborating with the ILHA.

Capital received many thousands of applications for this places it sponsored on *Operation Drake*, which indicates clearly enough the pool of enthusiasts for the project. It is not difficult to see how this interest can be turned to educational account: apart from geography, obviously, and history (the expedition is retracing the journeys of Drake and other early mariners), the scientific work has been organized so as to maximize its educational usefulness in fields like biology, ecology and pollution study, surveying techniques, medicine, anthropology and so on.

Although the voyage is on to return legs, still seems worthwhile considering by schools not already involved. Some teachers may find its outward-and-upward atmosphere a bit dated, and tinged with ethnocentric notions of bringing civilization to the natives, but there is no denying the enthusiasm which the project is capable of generating.

Among the latest publications from the Council for Educational Technology is *USPEC 32—A Guide to the Selection of Microcomputers*. The guide does not recommend specific hardware, but aims to give the would-be buyer a guide to the facilities and performance to be looked for when purchasing equipment.

Council for Educational Technology for the United Kingdom, 3 Devonshire Street, London W1N 2BA.

The Toy Library Association, together with Fisher-Price Toys are organizing a series of seminars on *The Value of Play*. The seminars, which are repeats of the national seminar held last year on the subject of play, will be held in six places throughout the United Kingdom. This month they will be in Belford, Manchester and Strling and in October they will take place in Bristol, Birmingham and London. Attendance will be free. Further details can be obtained from *Fisher-Price Toys Ltd*, Scottish Life House, 29 St Katherine's Street, Northampton NN1 2QG.

ACADEMY 3

107 Oxford Street, W1. 487 8819

LAST WEEK'S
NOW SHOWING

The outstanding French film
of Alain Fournier's classic novel

LE GRAND MEAULNES

THE WANDERER

French dialogue—English subtitles

"As beautiful and haunting as the novel itself"

"Surprisingly true to the letter of the novel"

FOR SCHOOL PARTIES, PLEASE TELEPHONE THE MANAGER

media

Overturning stereotypes

ROBERT UNWIN reviews 'The Vikings'

BBC 2
Vikings (hook), by Magnus Magnusson, published by BBC Publications and Audio House, £10.

Traditional images of the Vikings are not easily crossed. Blond-haired warrior bands boarding longships in deep Scandinavian fjords; daring voyages amid mist and shrouds; uncivilised northern seas; pagan murderers of Christian civilisation, plundering and raping; such are the mental pictures of successive generations, reinforced more recently by the cinema. Scholars of the past two decades have done much to modify this view, and it was to be expected that television series would attempt a more balanced representation.

As author and presenter of *Vikings*, Magnus Magnusson is ideally qualified. Born in Iceland, the quintessential Viking colony, educated in Great Britain, translator of sagas and experienced populariser of archaeology, Magnusson acknowledged his apologetic stance without attempting to whitewash the worst atrocities of the ninth-century Danes.

The vitality of the Viking legacy was demonstrated at modern folk festivals in Scandinavia and the islands around Britain; at Hedeby where young Danes attempt to recapture the ferocious appetites of their ancestors; and in the action replays of heroic voyages which provide opportunities for experimental archaeology. Key processes of Viking technology were skilfully banded in the detailed study of the longship, and in the replication of Viking weaponry and jewelry by appreciative modern craftsmen.

The series is well-paced, and the music is used in competition with the narratives, and intruding between battle reconstruction or artifact display, it becomes a distraction. Many of the animated images were just as inappropriate, and where the presenter held the attention as a storyteller, the combination of discordant music, graphic imaginings and simulated combat scenes went awry.

The most serious shortcomings were in the approach. The programmes meandered through time

and place and repeatedly lost their way. In any series on the Vikings, the decisive partition of ninth century England came out for a detailed treatment of the Danelaw, but here we took the long road to Saxon Winchester.

Instead of stimulating curiosity and carrying out structured investigations, the evidence was seen as an end in itself. Many issues of the Viking age are not settled and there is still room for historical debate. To introduce a Russian historian to comment on the Viking contribution to the formation of the Russian state was a weak, one-sided attempt at a technique which, fully developed by several scholars exchanging views, might have brought out an important controversy of the Viking age.

The few questions which were asked related almost invariably to the technicalities of Viking life, but although the construction and sailing of the Viking longship was clarified, no attempt was made to explain, or even to speculate on, how the targets of trade or plunder were located.

The multi-causal factors which prompted the break out from Scandinavia were curiously presented in a number of separate programmes, and despite the farming dimensions, the Viking picture was scarcely touched on.

Recent scholarship on Ragnar Lodbrok and his family provides speculation about the organization of warrior bands that could hold together settlements as widely separated as York and Dublin. Apart from the anecdotal story—sell a matter of debate—Ragnar was scarcely mentioned and even less was said about his son Ivar, who was, perhaps, the greatest warrior leader the British Isles saw before the coming of the Normans.

As an apologist, it was to be expected that Magnusson would emphasize the artifacts of commerce and everyday life, but more should surely have been done to compare the Viking achievement with other contemporary societies. Why did the Moslems conquer the world? Similarly, how did life in Cordoba or Cordoba compare with Byzantium?

Vikings covered much ground—and even more water—and it is unfortunate that the modern investigative techniques of history were not sufficiently used, particularly in the areas which can handle such approaches so readily.

rocky ground.

Apparently if you don't respond to Opportunity Knocks you could be earning the red dot on the chart which means Not To Be Resuscitated. The doctors have a choice of three: a) to be Resuscitated, (May 27, 28, 29, 10.30 p.m., Granada); you would score high points for saying yes to (a) and (c) and low points for saying yes to (b).

The series was produced by Brian Brown in Action Learning and used a mock courtroom format, questions being put by three "moderators" to members of the medical profession. They are talking about real, though fictionalized, cases on which they have reached a verdict. It is a format which is both entertaining and educational. It makes fascinating and sometimes even gripping television. A Matter of Life and Death (Thursday) is by far the highlight of the three, mainly because of the dramatic capabilities of its moderators.

Any discussion of euthanasia has to deal with the question of quality of life: at what stage is life not worth living, and is it possible for interested outsiders to make a judgement? The doctors were obliged to be very cagey on this topic, but the majority indicated that they would assist, if only by turning a blind eye to the empty pill bottle.

But when it comes to the graying of life, the question is not so simple. In the past, as we have seen, the

Tearaway pensioners

Sean Grace on a series for the retired

CONTINUING EDUCATION
The 60, 70, 80 Show.
BBC 1, Sundays, 11.50 am

Few things can be more off-putting than the prospect of spending what used to be called the declining years in the exclusive company of a gaggle of other old flossers and their wives. But one of these must surely be the prospect of spending a goodly part of them in a holiday camp, splashing about with the rest of the sere and wrinkled before

trotting back to HQ for sessions of Bingo and Olde Tyme dancing with the bald and bejewelled.

Another must be the prospect of sinking slowly under the weight of a succession of programmes to the accompaniment of a Fahn Court rendering of Songs of Yesterday. This must be the fate worse than death our mothers used to talk about.

In the event, these uncharitable speculations, prompted by the first couple of programmes, were seen to have done less than justice to The 60, 70, 80 Show and the roughness of justice to Roy Hudd, who presides over it, and Irene Thomas, who assists. Though Roy, who has been around for some time now, might well have spared his viewers some of the verbal padding which could have crinkled the skin on even the roughest old skull.

He seemed to be amazed that only 2 per cent of those approaching OAP status are receiving "pre-retirement education" although I.e.s are running courses for them up and down the country. God love him. It did not seem to occur to him, or to the I.e.s, that grand old might be like grand old to be let out.

But as the series goes on things are moving from good to better. Much valuable information is coming through—with names and addresses—on homes and holidays, hobbies and handicrafts, and even on spare-time jobs. Exports are putting us right on things we should have known 50 years ago.

If only we could be spared the sight of so many withered images of our time in our own storage, things would be looking right up. Oh for the entry to these gentle sessions of just one tearaway grandson or daughter, to ensure just one delicate oldie teacup—if only to assure us that we are still in the land of the living.

Secrets is provoking and occasionally rather supercilious. Charles Neeson is a scold, and interrupts at lot. Both approaches make for lively exchanges. The more obviously considered style of Arthur R. Miller, while just as valid, is less desirable.

Mr Miller presides over Doctor's Orders, the one with the Roman Catholic cancer patient who should not become pregnant, the depressed mother about to be given ECT, and the young husband who wants a vasectomy.

This programme is very revealing of attitudes and we find that the "stable boy" domestic relationships are very dear to doctors. Wives need not necessarily be told about vasectomy unless the couple are reliable, mention of a mistress in Paris gets a lot of laughs.

The latest flaws in a strong series seem to me to be these: no patients are invited on to the programme; sometimes too many cases are not fully discussed, and once or twice the moderators intervene in conversations which if left alone might have developed very interestingly. But a strong overall impression remains.

Jonathan Glover of New College, Oxford, says on the euthanasia issue: "I wonder rankly whether these doctors aren't something to make doctors feel comfortable rather than something that really does. That's my suspicion."

Briefings

Radio and tv

General interest
and OU

Eastern Europe: Access to Education (Saturday, 07.00, Thursday, 06.00 VHF3)

In Eastern Europe education has been used to change social structures; how effective has this been? Teacher Supply (Saturday, 11.20, VHF4)

Discussion on the difficulty of forecasting the numbers of teachers needed in schools. Astronomy before Copernicus (Thursday, 07.05, BBC1)

The universe as seen by a variety of ancient astronomers from Plato and Aristotle to the Ptolemaic and Hellenistic philosophers. Education Matters (Sunday, 10.35, BBC1)

Adam Hopkins, formerly of The Sunday Times, in conversation with Richard Hoggart on the role of continuing education.

The Story of English Furniture (Sunday, 13.25, BBC1)

Ten programmes presented by Arthur Negus and Hugh Scully on the history of furniture. A Touch of the Vapours (Sunday, 20.45, VHF4)

Was Napoleon murdered by wallpaper? Were Colorado miners really stinking rich? Data Jones of the New Scientist investigates the potential of alternative medicine. Time Out of Mind (Sunday, 11.20, BBC1)

Can science fiction be considered as serious literature? Five television films discuss the genre. Swimming (Tuesday and Wednesday, 18.55, BBC2)

Now aerobics for swimmers, non-swimmers of all ages continue with breast-stroke. Teachers of the Sierra (Tuesday, 21.00, ITV)

One of three documentaries looking at the lives of people living on the fringes of change in South America. The Land that Came in from the Cold (Wednesday, 10.45, ITV)

In less than 200 years the glacial of Alaska have retreated 70 miles. This programme shows how life has returned to Glacier Bay, now designated as a national monument.

Verdant heritage

Basil Browne reviews 'The English Garden'

The English Garden, as defined in the Thomas Television series that finished on Tuesday, is a noble work of art which may very soon be lost if we do not take rapid steps to preserve it. This garden was on the grand scale: hollyhock, lupin and especially chododendron got scarcely a mention for the series was concerned almost exclusively with garden architecture, the designers' intervention in the landscape.

The parks and gardens of historic houses took up most of the series, although we did begin by looking at chalk gentlemen heeded out of hillside and at knot gardens and turf seats within castle walls. But until fortifications disappeared, scale was limited.

Then came the grand cultivation. Trees, hills, lakes and avenues were placed to create views. Plants were imported. Temples and grottoes were built for melancholy loitering, with authentic ruins for the really wealthy disposed. Flowers, herbs and vegetables were mostly kept out of sight until used indoors.

It was all most informative, and pretty as a picture book. We were whisked from garden to garden at the breathtaking speed of about 10 gardens to a programme.

At the same, even beautiful gardens are mostly lost to us. Despite a lot of push helicopter shots the whole thing looked much more like a slide show than a fascinating television. This impression was complemented by a commentary which at times reached new levels of outrageousness.

When Charles II was restored to the throne we heard that the people

"were glad to look back on everything that had happened before and look forward to the future with hopeful expectation". The commentary was spoken melliflously and without enthusiasm by St. John Glogoud.

Still, the English are nothing if not a race of snobs and gardeners with snobism behind their backs. The series must have had its appeal, and if we didn't find out what the plans were called. Some of the gardens were magnificent. The views of garden designers like the playwrights, Vanbrugh, or Mr Kent, or Capability Brown, were staggering in scale.

In part six, director Richard Maury made the point he had been working towards through the latter part of the series. The English garden has been dreadfully neglected, and while historic houses are preserved in their original state, the gardens have been lost to us. The series is a plea for the preservation of the garden as a landscape.

Suburban gardeners, meanwhile, are busy concreting their front gardens to accommodate boats and swimming pools. (They can't be visited by part of the series.) The series is a plea for the preservation of the garden as a landscape.

Henrietta Donbey asks ("Wrong on cue", 11th April) if the daily repetition of single notes really helps a child to learn to read?

Auditory research shows the massive amount of repetition necessary for the learning of any sound, and indeed, in the case of language, the repetition of single notes really helps a child to learn to read?

Music education provides the experience of repetition for children during early hours of hearing problems, to protect by learning one aspect of sound at a time, logically and progressively. Why is this considered "spurious"?

The nature of the difficulty will naturally vary according to the type of visual/hearing problem. Early hearing problems will cause substitution of sounds, but organization of patterns of letters will also depend on the efficiency of re-fixating, since the amount of central vision at each fixation is very small.

This means that only about five letters can be learnt at each fixation. Re-fixation means binocular muscle control and coordination to bring those "little tunnels of good vision" together for fixation.

Experiments involving the wearing of reversing glasses shows how apparently reversed objects are restored to their actual when they are touched, or when multisensory information is available or when they do not exist in their reversed form.

I believe this to be the explanation as to why reversals only affect those symbols or words which are identical except when they are viewed from different angles, such as b, d, p, and q, and why so many children are helped when multisensory information, side symbol recognition.

Finally, whether a child can sing in tune or not will depend on all the factors involved in developing the appropriate feedback. For a variety of clinical, environmental, behavioural, and other reasons—excluding the sheer lack of opportunity—children could learn to read and yet fail to learn to sing in tune, while a few could sing in tune yet be failing to learn to read. The reasons for what the nature of the failure is what is important.

Audrey Wisbey is a consultant in learning problems.

As this is why small children of

The other curriculum

G. K. Gulliver

Examinations are the best motivator for the child who can succeed at examinations. Conversely, nothing demotivates children more quickly than examinations for which the child feels no optimism. Faced with this paradox, the teaching profession has experimented with examinations for some time, always looking in mind that good results will motivate parents and employers as well as pupils.

The turmoil over examinations during the past five years, the growth of Moile III titles at CSE, the exploration of alternative assessment procedures such as the Swindon Record of Personal Achievement Scheme, the search for national standards by means of APU, are all explained by indecision about examinations—are they the objective of schooling or merely the boat means to an end and present available?

The ground swell of opinion among those concerned about what is taught in the classroom is that schools are omitting much that is necessary to successful living for all pupils or a "soft" option. They are arguing for a curriculum that deals with life issues rather than the learning, one focused upon decision making rather than recall.

This "other" curriculum was born in many strange arenas—temporary classrooms at the back of school yards where the system failures are being "contained"; in the crash courses for leavers set up once the examination entry pattern has established which youngsters

would get in the way of run-up procedures or in those pilot schemes for the less able called "Design for Living" or "Good Citizenship".

Those teachers who are working on the "other" curriculum are engaged, knowingly or otherwise, upon the new frontier in education. Do we have sufficient people in our schools with the preparedness to teach values and attitudes as opposed to pre-set standards of behaviour? question whether leisure is a right; examine consumption as a benefit or a threat; analyse the isolation that occurs when a man or woman works for away from an end product; illustrate that critical decision paths are often begun before the capacity to look ahead has developed; explain that good parenthood is not inborn, and may not arrive with the child; show that responsibility for other human beings is a difficult code to live by, that empathy hurts?

The list is endless, because it starts from a proposition that culture is inherited from one generation to another is complete to the generation giving it, but only raw material in the generalism, taking it. They will refashion it into a culture which works for them.

As the other curriculum emerges from its aims and purposes stage, it will at many new problems for educators. Some will doggedly set about discovering whether or not it can be examined. Many will decry it as outside of the brief for schools.

Head teachers will agonise about whether it should be core provision for all pupils or a "soft" option. Teachers whose life work has been to produce saleable material around issues when such issues change too quickly for production, marketing and reward.

Many pressure groups from outside the profession will cry for the issues that matter to them to be



Teabreak for the examiners, guardians of the traditional curriculum.

properly treated—child battering, violence on television, sexual equality—the list is as endless as the clamour. The new methods too will bring their troubles. Are we well enough trained in small group discussion to cope with life issue teaching? Can the new content be infused through the existing subject structure?

All in all, the other curriculum

is undergoing as painful a process of birth as any other discipline that has emerged to share in the curriculum. But however painful the process, it is happening.

At present the concern for life issues is only a footnote for the professional pundit—but one that occurs over more frequently. The simple image of the educational pin-ball machine suits it all up.

Rules are rules

Graham Rowland

The place: any school. A boy aged 11, kicking a ball and shouting "Much of the Day" has wandered into the school library of playtime.

Teacher: What are you doing in here? You know you are not allowed here unless you are accompanied by a teacher.

Boy: I was just... Mrs Horncastle (Mrs Horncastle arrives) I've just had to and one of the second-year children out again, Mrs Horncastle.

Teacher: You know the rules! (And rules are binding). Boy: I wanted to look at...

Teacher: We've tried letting children come by themselves and books were left on the wrong shelves. (Dog-eared mamelets were catalogued in the teacher's brain.)

Boy: (Raddens) ... but I haven't. Teacher: Mrs Horncastle spends hours looking after the library, searching for lost tickets, drying the shelves, repairing torn jackets—and she has to teach a class!

Boy: (Reduced to silence and regretting already this chapter in his life) Teacher: Anyway the library is open on Tuesday, Thursday and Friday—afternoons when the parents help. Why couldn't you wait till then?

Boy: I thought I might... Teacher: That's just it! You didn't think it. You thought you would please yourself. But what would happen if all the children came to the library whenever they felt like it?

Boy: (Growing rapidly in experience) We were having a lesson on rabbits. Sir, and I thought I could find out more about them.

Graham Rowland is headmaster of Woodbury, Devon School, Devon.

The teachers fasten their attention on the vertical board which flashes up the results. The child is the ball—battered and battered in the field of play.

The challenge to the profession is to be more concerned about the game than the results.

Teacher: But this is playtime—everyone should be in the playground at playtime. You heard the headmaster. Now you go and play. (The boy puts the book back on the proper shelves? Otherwise Mrs Horncastle will have more work to do.)

Boy: (growing rapidly in experience and having others torn out) I was just looking... I didn't touch anything.

Teacher: As boy leaves the library and disappears into the playground: Don't let me have to tell you again.

(Mrs Horncastle arrives) I've just had to and one of the second-year children out again, Mrs Horncastle.

Teacher: You know the rules! (And rules are binding). Boy: I wanted to look at...

Teacher: We've tried letting children come by themselves and books were left on the wrong shelves. (Dog-eared mamelets were catalogued in the teacher's brain.)

Boy: (Raddens) ... but I haven't. Teacher: Mrs Horncastle spends hours looking after the library, searching for lost tickets, drying the shelves, repairing torn jackets—and she has to teach a class!

Boy: (Reduced to silence and regretting already this chapter in his life) Teacher: Anyway the library is open on Tuesday, Thursday and Friday—afternoons when the parents help. Why couldn't you wait till then?

Boy: I thought I might... Teacher: That's just it! You didn't think it. You thought you would please yourself. But what would happen if all the children came to the library whenever they felt like it?

Boy: (Growing rapidly in experience) We were having a lesson on rabbits. Sir, and I thought I could find out more about them.

Graham Rowland is headmaster of Woodbury, Devon School, Devon.

The Boy, 10 years old and armed from disturbing the school, with the thought that he had successfully withdrawn from the library. Whoever had possessed him to go there in the first place? He turned down a corner of his memory: he wouldn't make the same mistake twice. Libraries were places for books not people, he concluded, and returned to the margins of the real world.

endpage



'Can't somebody take them camping?'

Ivor Goodson

reports on one school's abortive attempt to withdraw a group of 'problem children' from ordinary classes

The problem of disruptive pupils has received considerable publicity recently. It has been the subject of debate at a number of conferences, and of pamphlets produced by teachers' unions. A sort of consensus policy seems to be emerging.

The *Daily Telegraph*, reporting on an annual teachers conference, quoted one speaker who summarised the delegates' viewpoint in respect to these pupils: "who deliberately provoke and disrupt". I don't like the term, "who bin", but there is a need for this noisy minority to be placed into separate units and taught in small groups or on a one-to-one basis. That would rob them of their captive audience.

While understanding the attractions of the "sin bin" or "special units" approach, I wish to question its efficacy simply on pragmatic grounds. I shall not deal with the reasons why pupils initially become disruptive, nor seek to legitimise or apologise for their behaviour. I shall discuss the strategy which is my source of reference—as a strategy for allowing the ordinary underachieving pupils to get on with their schooling, and for letting teachers get on with their job.

My example is based on events in a school, situated in a new estate which opened in September with 300 children and 30 staff. From the beginning there were complaints



Another kind of withdrawal: teenagers in a separate unit outside school.

from some teachers about "problem" kids. These teachers taught subjects such as integrated science and local studies, which were options taught alongside O level options like History and German. It was in these "sink" options that the problems first appeared.

Initially, the problems were identified with five boys who went to these options in a group. At a staff meeting in early October, the head first introduced the topic, stating: "I want us to think of ways of involving the 'thickies', the five oak trees". Apart from symbolic protest from two teachers, the staff enthusiastically reviewed the problem, but the meeting was inconclusive.

By late November the problem was growing. At this stage there were thought to be a dozen "oak trees"—the flora of deviance. It was, of course, worrisome. Both the integrated science teacher and the local studies teacher had had enough: "these children need a different curriculum"; "the only way is to entertain them"; "can't somebody take them camping?" Both teachers, who by now had become close friends, felt that the students "should be at work".

This head, for his part, engaged in the task of "drawing up a list of problems" the staff enthusiastically joined in. "Oh, yes, he must be on the list"; "she's a certainty"; "he strikes me as a good candidate". The head was disheartened: "The only one that's not on the list is the one that's not on the list". The staff tried again a list of 11 emerged.

Over the Christmas holiday and the first

few weeks of the second term the matter receded. By early February the head had revised a strategy to put to the staff—the problem kids were to be withdrawn. After a long discussion about rooms with adequate security—"you can't lock the doors and the windows open in that room"—it was decided to withdraw 11 children under the coordination of the Senior Counsellor.

A number of staff protested against the withdrawal strategy. Two kinds of reasoning emerged: first, there were those who did not want to take such a problem group; second, some felt that putting all the problems together would simply compound the difficulties, and besides, they argued, it could hardly help the children to question—"on simple commonsense grounds, if you put problems together they will be aggravated".

In the face of this unexpected, and rather protracted, verbal opposition, the head was adamant: "When it comes to a crisis like this, I'm flat on the side of the staff, the children pass through". The discussion was thereby quelled.

The next day all staff received a circular listing the reasons for the withdrawal group, and the mode of organisation. Among the reasons were: "To aid the personal development of these children"; "To ensure equal opportunities"; "To ensure sustained and continuous work"; "To equip them with much-needed basic skills". The group was to meet at certain periods in the head's ante-room. At other periods specialist staff would be assigned to the group.

The specialist staff were undesignated. At this stage a major problem was encountered. None of the staff were keen to offer their "specialist expertise" to such a group. In a series of interviews with individual staff, at least three members threatened resignation.

Interestingly, it was mainly opponents of the scheme that were approached: by and large these were staff already working fairly successfully as tutors or specialists with the group in question. Without exception, as at the staff meeting, they felt withdrawn would ruin their relationship with the children, that their involvement would be conceived by the children as traitorous acquiescence in a scheme of thinly-disguised punishment.

A number of staff refused to the end to participate, but eventually the head had enough teachers to begin the scheme in skeleton form. For the remaining four weeks of term the scheme seemed to offer at least containment. However, close scrutiny of the students' timetables shows that even at this stage there were problems. Because of the recalcitrant staff, the students had a timetable for only 22 out of the 36 periods.

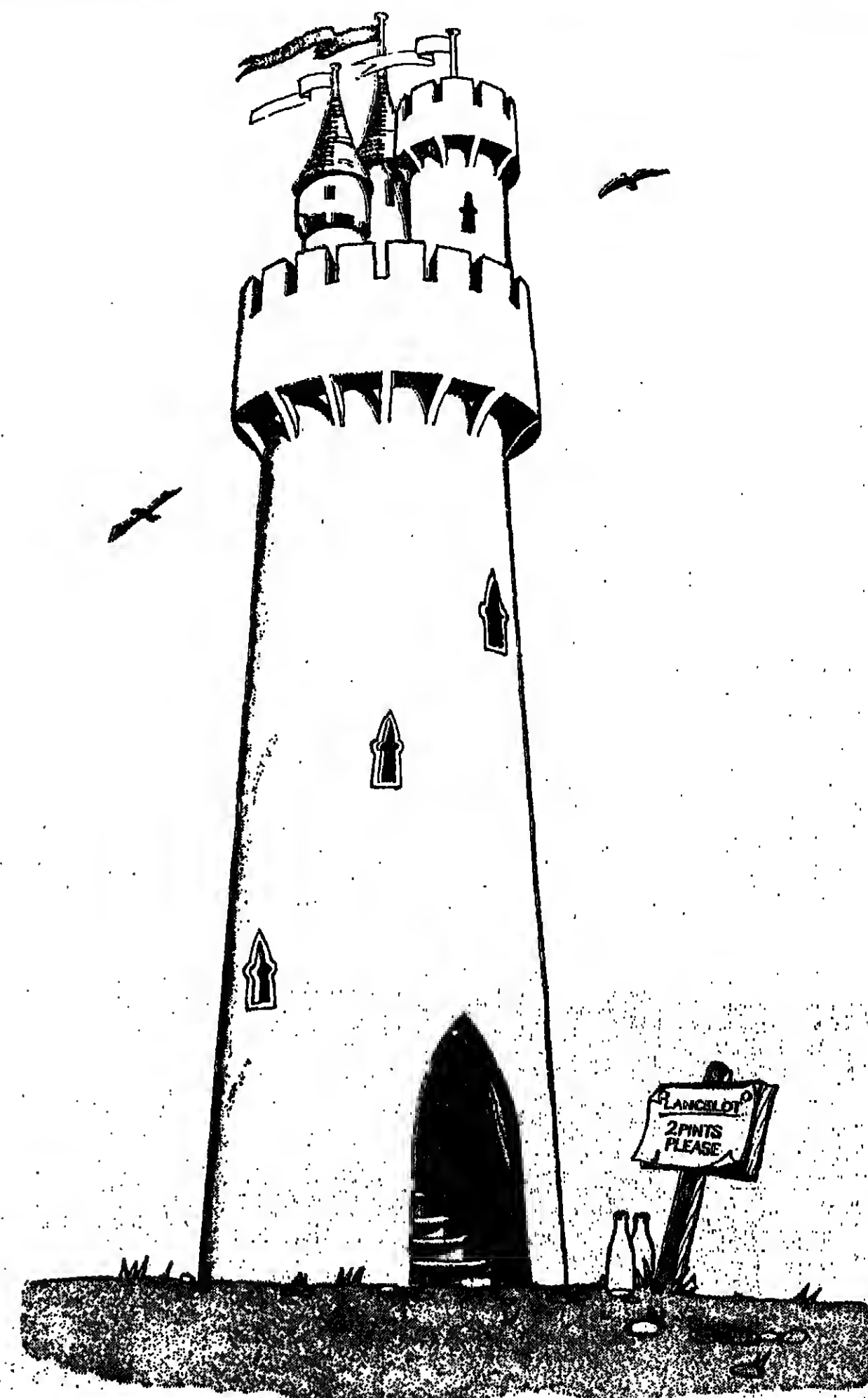
The summer term began badly, with rumour that the deputy head had been attacked in one of the lessons, but had not reported it to anyone. It was later confirmed that he had been beaten up by three boys, and he was subsequently freed from his commitment. The group was now often seen around the school corridors, apparently at a loose end.

One of the other members of staff involved, who had been suffering from sleeplessness, was away for three weeks. One of the group left precipitously to join the Army, and another soon followed. By now it was clear that the group's timetable had all but collapsed. Several students were "fixed up with work visits" for part of the week.

The first suspension followed on outbreak of theft and bullying; two more of the group were suspended for generally offensive behaviour. The punishments were announced at assembly. Two days later three of the original "oak trees" threatened the head in his study. Two were immediately expelled. In the final days of term one of the girls ran off with an unemployed brother of one of the boys in the group.

At the final meeting of the staff a request for a progress report on the group was received by the head in stony silence, and then ignored. At this meeting the head announced that one of the main opponents of the scheme was leaving, and in the following summer two other opponents followed.

Ivor Goodson is head of the Schools Unit and Senior Fellow, European Research Centre, University of Sussex.



Find a holiday exchange home to suit you through the TES Personal Columns

Contact our Classified Advertisement Department on 01-837 1234 or write to The Times Educational Supplement, Classified Advertisement Department, P.O. Box 7 New Printing House Square, Gray's Inn Road, London WC1X 8EZ.

THE TIMES
Educational Supplement

Classified Advertisements

Index to Appointments Vacant, Wanted and other classifications

Appointments

vacant

Nursery
Headships 36
Other Appointments 36

Primary Education
Headships 36
Deputy Headships Senior
Masters/Mistresses 37
Scale 2 Posts 37
Remedial Posts 37
Scale 1 Posts 37

Middle School Education
Headships 39
Deputy Headships Senior
Masters/Mistresses 39
Remedial Posts 39
Scale 2 Posts 39
Scale 1 Posts 39

Nursery Education

Headships

CAMBRIDGE
HEAD TEACHER wanted to establish a new Nursery School in the City of Cambridge. The successful candidate will be responsible for the day-to-day running of the school and will be required to have a minimum of 5 years' experience in the field of Nursery Education. The salary is £10,000 per annum plus pension. Applications should be sent to the Director of Education, City of Cambridge, 100, The Guildhall, Cambridge CB2 3RQ. Closing date 1st June 1980.

Other Appointments

RENT
London Borough of Haringey, Haringey Junior School, Haringey, London N17 7LL. Head Teacher (Group 5). The successful candidate will be responsible for the day-to-day running of the school and will be required to have a minimum of 5 years' experience in the field of Primary Education. The salary is £10,000 per annum plus pension. Applications should be sent to the Director of Education, Haringey, London N17 7LL. Closing date 1st June 1980.

CAMBRIDGESHIRE
HUNTINGDON JUNIOR INFANTS SCHOOL, Huntingdon, Cambridgeshire. Head Teacher (Group 5). The successful candidate will be responsible for the day-to-day running of the school and will be required to have a minimum of 5 years' experience in the field of Primary Education. The salary is £10,000 per annum plus pension. Applications should be sent to the Director of Education, Huntingdon, Cambridgeshire. Closing date 1st June 1980.

KENT
COUNTY COUNCIL, Maidstone, Kent. Head Teacher (Group 5). The successful candidate will be responsible for the day-to-day running of the school and will be required to have a minimum of 5 years' experience in the field of Primary Education. The salary is £10,000 per annum plus pension. Applications should be sent to the Director of Education, Maidstone, Kent. Closing date 1st June 1980.

NORTH YORKSHIRE
COUNTY COUNCIL, Leeds, North Yorkshire. Head Teacher (Group 5). The successful candidate will be responsible for the day-to-day running of the school and will be required to have a minimum of 5 years' experience in the field of Primary Education. The salary is £10,000 per annum plus pension. Applications should be sent to the Director of Education, Leeds, North Yorkshire. Closing date 1st June 1980.

DORSET
BATH AND NORTON JUNIOR SCHOOL, Bath and Norton, Dorset. Head Teacher (Group 5). The successful candidate will be responsible for the day-to-day running of the school and will be required to have a minimum of 5 years' experience in the field of Primary Education. The salary is £10,000 per annum plus pension. Applications should be sent to the Director of Education, Bath and Norton, Dorset. Closing date 1st June 1980.

Classified Advertisements

The charge for advertising in all classifications is £1.05 per line (minimum 3 lines).
Display in classified advertisements £6.00 per single column line (minimum space 9.5 cm double column at £14.00).
A charge of £1.50 is made for Box Number facilities.
Advertisements received by Monday will be published in the following Friday's issue subject to availability of space.
Copy should be sent to:
The Classified Advertisements Manager,
The Times Educational Supplement,
One, Abchurch Lane, London EC4N 3DF.
by Monday for the following Friday's issue.

Secondary Education

Headships 40
Deputy Headships Senior
Masters/Mistresses 40
Remedial Posts 40
Art and Design 41
Careers 42
Classics 42
Commercial Subjects 42
Domestic Subjects 43
Economics 44
English 45
Geography 47
History 48
Humanities 50
Mathematics 50
Modern Languages 50
Music 51
Pastoral 51
Physical Education 51
Religious Education 51
Rural Studies 51
Science 52
Social Studies 52
Speech and Drama 52
Technical Studies 52
Other than by Subjects 52

Primary Education

Headships

BERKSHIRE
WINDHAM INFANTS SCHOOL, Windham, Berkshire. Head Teacher (Group 5). The successful candidate will be responsible for the day-to-day running of the school and will be required to have a minimum of 5 years' experience in the field of Primary Education. The salary is £10,000 per annum plus pension. Applications should be sent to the Director of Education, Windham, Berkshire. Closing date 1st June 1980.

BERKSHIRE
CIRENCESTER JUNIOR SCHOOL, Cirencester, Berkshire. Head Teacher (Group 5). The successful candidate will be responsible for the day-to-day running of the school and will be required to have a minimum of 5 years' experience in the field of Primary Education. The salary is £10,000 per annum plus pension. Applications should be sent to the Director of Education, Cirencester, Berkshire. Closing date 1st June 1980.

CITY OF SALFORD
EDUCATION DEPARTMENT, Salford, Greater Manchester. Head Teacher (Group 5). The successful candidate will be responsible for the day-to-day running of the school and will be required to have a minimum of 5 years' experience in the field of Primary Education. The salary is £10,000 per annum plus pension. Applications should be sent to the Director of Education, Salford, Greater Manchester. Closing date 1st June 1980.

CORNWALL
PENEWILL JUNIOR SCHOOL, Penzance, Cornwall. Head Teacher (Group 5). The successful candidate will be responsible for the day-to-day running of the school and will be required to have a minimum of 5 years' experience in the field of Primary Education. The salary is £10,000 per annum plus pension. Applications should be sent to the Director of Education, Penzance, Cornwall. Closing date 1st June 1980.

HAMPSHIRE
BAMPTON JUNIOR SCHOOL, Bampton, Hampshire. Head Teacher (Group 5). The successful candidate will be responsible for the day-to-day running of the school and will be required to have a minimum of 5 years' experience in the field of Primary Education. The salary is £10,000 per annum plus pension. Applications should be sent to the Director of Education, Bampton, Hampshire. Closing date 1st June 1980.

HAMPSHIRE
BAMPTON JUNIOR SCHOOL, Bampton, Hampshire. Head Teacher (Group 5). The successful candidate will be responsible for the day-to-day running of the school and will be required to have a minimum of 5 years' experience in the field of Primary Education. The salary is £10,000 per annum plus pension. Applications should be sent to the Director of Education, Bampton, Hampshire. Closing date 1st June 1980.

HAMPSHIRE
BAMPTON JUNIOR SCHOOL, Bampton, Hampshire. Head Teacher (Group 5). The successful candidate will be responsible for the day-to-day running of the school and will be required to have a minimum of 5 years' experience in the field of Primary Education. The salary is £10,000 per annum plus pension. Applications should be sent to the Director of Education, Bampton, Hampshire. Closing date 1st June 1980.

HAMPSHIRE
BAMPTON JUNIOR SCHOOL, Bampton, Hampshire. Head Teacher (Group 5). The successful candidate will be responsible for the day-to-day running of the school and will be required to have a minimum of 5 years' experience in the field of Primary Education. The salary is £10,000 per annum plus pension. Applications should be sent to the Director of Education, Bampton, Hampshire. Closing date 1st June 1980.

HAMPSHIRE
BAMPTON JUNIOR SCHOOL, Bampton, Hampshire. Head Teacher (Group 5). The successful candidate will be responsible for the day-to-day running of the school and will be required to have a minimum of 5 years' experience in the field of Primary Education. The salary is £10,000 per annum plus pension. Applications should be sent to the Director of Education, Bampton, Hampshire. Closing date 1st June 1980.

Sixth Form and Tertiary

Colleges 40
Deputy Headships Senior
Masters/Mistresses 40
Remedial Posts 40
Art and Design 41
Careers 42
Classics 42
Commercial Subjects 42
Domestic Subjects 43
Economics 44
English 45
Geography 47
History 48
Humanities 50
Mathematics 50
Modern Languages 50
Music 51
Pastoral 51
Physical Education 51
Religious Education 51
Rural Studies 51
Science 52
Social Studies 52
Speech and Drama 52
Technical Studies 52
Other than by Subjects 52

Headships

BERKSHIRE
WINDHAM INFANTS SCHOOL, Windham, Berkshire. Head Teacher (Group 5). The successful candidate will be responsible for the day-to-day running of the school and will be required to have a minimum of 5 years' experience in the field of Primary Education. The salary is £10,000 per annum plus pension. Applications should be sent to the Director of Education, Windham, Berkshire. Closing date 1st June 1980.

BERKSHIRE
CIRENCESTER JUNIOR SCHOOL, Cirencester, Berkshire. Head Teacher (Group 5). The successful candidate will be responsible for the day-to-day running of the school and will be required to have a minimum of 5 years' experience in the field of Primary Education. The salary is £10,000 per annum plus pension. Applications should be sent to the Director of Education, Cirencester, Berkshire. Closing date 1st June 1980.

CITY OF SALFORD
EDUCATION DEPARTMENT, Salford, Greater Manchester. Head Teacher (Group 5). The successful candidate will be responsible for the day-to-day running of the school and will be required to have a minimum of 5 years' experience in the field of Primary Education. The salary is £10,000 per annum plus pension. Applications should be sent to the Director of Education, Salford, Greater Manchester. Closing date 1st June 1980.

CORNWALL
PENEWILL JUNIOR SCHOOL, Penzance, Cornwall. Head Teacher (Group 5). The successful candidate will be responsible for the day-to-day running of the school and will be required to have a minimum of 5 years' experience in the field of Primary Education. The salary is £10,000 per annum plus pension. Applications should be sent to the Director of Education, Penzance, Cornwall. Closing date 1st June 1980.

HAMPSHIRE
BAMPTON JUNIOR SCHOOL, Bampton, Hampshire. Head Teacher (Group 5). The successful candidate will be responsible for the day-to-day running of the school and will be required to have a minimum of 5 years' experience in the field of Primary Education. The salary is £10,000 per annum plus pension. Applications should be sent to the Director of Education, Bampton, Hampshire. Closing date 1st June 1980.

HAMPSHIRE
BAMPTON JUNIOR SCHOOL, Bampton, Hampshire. Head Teacher (Group 5). The successful candidate will be responsible for the day-to-day running of the school and will be required to have a minimum of 5 years' experience in the field of Primary Education. The salary is £10,000 per annum plus pension. Applications should be sent to the Director of Education, Bampton, Hampshire. Closing date 1st June 1980.

HAMPSHIRE
BAMPTON JUNIOR SCHOOL, Bampton, Hampshire. Head Teacher (Group 5). The successful candidate will be responsible for the day-to-day running of the school and will be required to have a minimum of 5 years' experience in the field of Primary Education. The salary is £10,000 per annum plus pension. Applications should be sent to the Director of Education, Bampton, Hampshire. Closing date 1st June 1980.

HAMPSHIRE
BAMPTON JUNIOR SCHOOL, Bampton, Hampshire. Head Teacher (Group 5). The successful candidate will be responsible for the day-to-day running of the school and will be required to have a minimum of 5 years' experience in the field of Primary Education. The salary is £10,000 per annum plus pension. Applications should be sent to the Director of Education, Bampton, Hampshire. Closing date 1st June 1980.

HAMPSHIRE
BAMPTON JUNIOR SCHOOL, Bampton, Hampshire. Head Teacher (Group 5). The successful candidate will be responsible for the day-to-day running of the school and will be required to have a minimum of 5 years' experience in the field of Primary Education. The salary is £10,000 per annum plus pension. Applications should be sent to the Director of Education, Bampton, Hampshire. Closing date 1st June 1980.

Other classifications

Appointments wanted 110
Other classifications 110
Educational Courses 111
Awards and Scholarships 111
Personal Announcements 111
Exhibitions 111
Entertainments 111
For Sale and Wanted and Postal Shopping 111
Holidays and Accommodation 111
Homes Exchange 111
Partnerships 111
Properties for Sale and Wanted 111
Typing and Duplicating 111

Appointments

Headships 40
Deputy Headships Senior
Masters/Mistresses 40
Remedial Posts 40
Art and Design 41
Careers 42
Classics 42
Commercial Subjects 42
Domestic Subjects 43
Economics 44
English 45
Geography 47
History 48
Humanities 50
Mathematics 50
Modern Languages 50
Music 51
Pastoral 51
Physical Education 51
Religious Education 51
Rural Studies 51
Science 52
Social Studies 52
Speech and Drama 52
Technical Studies 52
Other than by Subjects 52

Appointments

Headships 40
Deputy Headships Senior
Masters/Mistresses 40
Remedial Posts 40
Art and Design 41
Careers 42
Classics 42
Commercial Subjects 42
Domestic Subjects 43
Economics 44
English 45
Geography 47
History 48
Humanities 50
Mathematics 50
Modern Languages 50
Music 51
Pastoral 51
Physical Education 51
Religious Education 51
Rural Studies 51
Science 52
Social Studies 52
Speech and Drama 52
Technical Studies 52
Other than by Subjects 52

Other classifications

Appointments wanted 110
Other classifications 110
Educational Courses 111
Awards and Scholarships 111
Personal Announcements 111
Exhibitions 111
Entertainments 111
For Sale and Wanted and Postal Shopping 111
Holidays and Accommodation 111
Homes Exchange 111
Partnerships 111
Properties for Sale and Wanted 111
Typing and Duplicating 111

Appointments

Headships 40
Deputy Headships Senior
Masters/Mistresses 40
Remedial Posts 40
Art and Design 41
Careers 42
Classics 42
Commercial Subjects 42
Domestic Subjects 43
Economics 44
English 45
Geography 47
History 48
Humanities 50
Mathematics 50
Modern Languages 50
Music 51
Pastoral 51
Physical Education 51
Religious Education 51
Rural Studies 51
Science 52
Social Studies 52
Speech and Drama 52
Technical Studies 52
Other than by Subjects 52

Other classifications

Appointments wanted 110
Other classifications 110
Educational Courses 111
Awards and Scholarships 111
Personal Announcements 111
Exhibitions 111
Entertainments 111
For Sale and Wanted and Postal Shopping 111
Holidays and Accommodation 111
Homes Exchange 111
Partnerships 111
Properties for Sale and Wanted 111
Typing and Duplicating 111

Appointments

Headships 40
Deputy Headships Senior
Masters/Mistresses 40
Remedial Posts 40
Art and Design 41
Careers 42
Classics 42
Commercial Subjects 42
Domestic Subjects 43
Economics 44
English 45
Geography 47
History 48
Humanities 50
Mathematics 50
Modern Languages 50
Music 51
Pastoral 51
Physical Education 51
Religious Education 51
Rural Studies 51
Science 52
Social Studies 52
Speech and Drama 52
Technical Studies 52
Other than by Subjects 52

Other classifications

Appointments wanted 110
Other classifications 110
Educational Courses 111
Awards and Scholarships 111
Personal Announcements 111
Exhibitions 111
Entertainments 111
For Sale and Wanted and Postal Shopping 111
Holidays and Accommodation 111
Homes Exchange 111
Partnerships 111
Properties for Sale and Wanted 111
Typing and Duplicating 111

Appointments

Headships 40
Deputy Headships Senior
Masters/Mistresses 40
Remedial Posts 40
Art and Design 41
Careers 42
Classics 42
Commercial Subjects 42
Domestic Subjects 43
Economics 44
English 45
Geography 47
History 48
Humanities 50
Mathematics 50
Modern Languages 50
Music 51
Pastoral 51
Physical Education 51
Religious Education 51
Rural Studies 51
Science 52
Social Studies 52
Speech and Drama 52
Technical Studies 52
Other than by Subjects 52

Other classifications

Appointments wanted 110
Other classifications 110
Educational Courses 111
Awards and Scholarships 111
Personal Announcements 111
Exhibitions 111
Entertainments 111
For Sale and Wanted and Postal Shopping 111
Holidays and Accommodation 111
Homes Exchange 111
Partnerships 111
Properties for Sale and Wanted 111
Typing and Duplicating 111

HEADSHIP

Central Essex Area

Readvertisement

Little Waltham C of E (Aided) Primary School, Little Waltham, Chelmsford, Group 4 (Roll 150) for January 1981.
Applicants should be communicant members of the Church of England. Previous applicants need not re-apply. Closing date 30 May, 1980.
Application forms and details (foolscap s.a.e. required) from Area Education Officer, Springfield Dukes, Springfield Green, Chelmsford, CM1 5SH.



BOROUGH OF SOUTH TYNESIDE EDUCATION DEPARTMENT

Applications are invited for the following posts, from experienced teachers. Posts vacant September, 1980.
1. 'Horton Infants' School Head Teacher - Group 5
2. Laygate Junior Mixed School Head Teacher - Group 4
3. Marsden Junior Mixed and Infants' School Head Teacher - Group 4
4. Ridgeway Infants' School Head Teacher - Group 4
5. West Boldon Junior Mixed School Head Teacher - Group 4
6. Whitburn Infants' School Head Teacher - Group 4
Application forms may be obtained by sending a stamped addressed envelope to the Director of Education, Town Hall, Jarrow, Tyne and Wear. Completed forms to be returned within 14 days of the appearance of this advertisement.

HEADSHIP

Group 5

Stanton County Middle School
Applications are invited for the headship of this purpose-built middle school designed for 480 pupils aged from 8 to 12 years. The post will be available from January, 1981.
Further details and application form obtainable from the Divisional Education Office, Wolverton House, Stratford Road, Wolverton Mill, Milton Keynes, MK12 5NY, on receipt of a stamped addressed foolscap envelope. The Milton Keynes Development Corporation is making houses to rent available to teachers. Subject to the County Council's regulations generous removal expenses and board and lodging allowances are payable.



BOROUGH OF HARINGEY EDUCATION SERVICE

NIGHTINGALE J.M. & I. SCHOOL

Finebury Road, Wood Green N22 4PA

Deputy Head Teacher (Group 4)

Required for September, 1980.
Applications are invited from suitably qualified teachers for the post of Deputy Head Teacher.
Enquiries and further details by telephone (888/3798) to Mrs. E.M. Lippl, Head Teacher of Nightingale J.M. & I. School.
London Allowance £208 payable. Removal expenses - 100% allowed in approved cases.
Application form (S.A.E.) may be obtained from the Chief Education Officer, Education Office, 48-52 Station Road, Wood Green, London N22 4TY, to whom the forms should be returned by 8th June, 1980.



HEADSHIP

Group 5

Applications are invited for the headship of this purpose-built middle school designed for 480 pupils aged from 8 to 12 years. The post will be available from January, 1981.
Further details and application form obtainable from the Divisional Education Office, Wolverton House, Stratford Road, Wolverton Mill, Milton Keynes, MK12 5NY, on receipt of a stamped addressed foolscap envelope. The Milton Keynes Development Corporation is making houses to rent available to teachers. Subject to the County Council's regulations generous removal expenses and board and lodging allowances are payable.

Applications are invited for the headship of this purpose-built middle school designed for 480 pupils aged from 8 to 12 years. The post will be available from January, 1981.
Further details and application form obtainable from the Divisional Education Office, Wolverton House, Stratford Road, Wolverton Mill, Milton Keynes, MK12 5NY, on receipt of a stamped addressed foolscap envelope. The Milton Keynes Development Corporation is making houses to rent available to teachers. Subject to the County Council's regulations generous removal expenses and board and lodging allowances are payable.

Applications are invited for the headship of this purpose-built middle school designed for 480 pupils aged from 8 to 12 years. The post will be available from January, 1981.
Further details and application form obtainable from the Divisional Education Office, Wolverton House, Stratford Road, Wolverton Mill, Milton Keynes, MK12 5NY, on receipt of a stamped addressed foolscap envelope. The Milton Keynes Development Corporation is making houses to rent available to teachers. Subject to the County Council's regulations generous removal expenses and board and lodging allowances are payable.

Applications are invited for the headship of this purpose-built middle school designed for 480 pupils aged from 8 to 12 years. The post will be available from January, 1981.
Further details and application form obtainable from the Divisional Education Office, Wolverton House, Stratford Road, Wolverton Mill, Milton Keynes, MK12 5NY, on receipt of a stamped addressed foolscap envelope. The Milton Keynes Development Corporation is making houses to rent available to teachers. Subject to the County Council's regulations generous removal expenses and board and lodging allowances are payable.

Applications are invited for the headship of this purpose-built middle school designed for 480 pupils aged from 8 to 12 years. The post will be available from January, 1981.
Further details and application form obtainable from the Divisional Education Office, Wolverton House, Stratford Road, Wolverton Mill, Milton Keynes, MK12 5NY, on receipt of a stamped addressed foolscap envelope. The Milton Keynes Development Corporation is making houses to rent available to teachers. Subject to the County Council's regulations generous removal expenses and board and lodging allowances are payable.

Applications are invited for the headship of this purpose-built middle school designed for 480 pupils aged from 8 to 12 years. The post will be available from January, 1981.
Further details and application form obtainable from the Divisional Education Office, Wolverton House, Stratford Road, Wolverton Mill, Milton Keynes, MK12 5NY, on receipt of a stamped addressed foolscap envelope. The Milton Keynes Development Corporation is making houses to rent available to teachers. Subject to the County Council's regulations generous removal expenses and board and lodging allowances are payable.

Applications are invited for the headship of this purpose-built middle school designed for 480 pupils aged from 8 to 12 years. The post will be available from January, 1981.
Further details and application form obtainable from the Divisional Education Office, Wolverton House, Stratford Road, Wolverton Mill, Milton Keynes, MK12 5NY, on receipt of a stamped addressed foolscap envelope. The Milton Keynes Development Corporation is making houses to rent available to teachers. Subject to the County Council's regulations generous removal expenses and board and lodging allowances are payable.

Applications are invited for the headship of this purpose-built middle school designed for 480 pupils aged from 8 to 12 years. The post will be available from January, 1981.
Further details and application form obtainable from the Divisional Education Office, Wolverton House, Stratford Road, Wolverton Mill, Milton Keynes, MK12 5NY, on receipt of a stamped addressed foolscap envelope. The Milton Keynes Development Corporation is making houses to rent available to teachers. Subject to the County Council's regulations generous removal expenses and board and lodging allowances are payable.

Applications are invited for the headship of this purpose-built middle school designed for 480 pupils aged from 8 to 12 years. The post will be available from January, 1981.
Further details and application form obtainable from the Divisional Education Office, Wolverton House, Stratford Road, Wolverton Mill, Milton Keynes, MK12 5NY, on receipt of a stamped addressed foolscap envelope. The Milton Keynes Development Corporation is making houses to rent available to teachers. Subject to the County Council's regulations generous removal expenses and board and lodging allowances are payable.

Headship

DAKOTA JUNIOR SCHOOL, Oakdale Road, South Woodford, E18 1JH.
No. on roll: 220. GROUP 4.
Applications are invited for the above post which will become vacant upon the retirement of Mrs. M. H. Adams from September, 1980. It is intended that the person appointed should take up the post in January, 1981.
Application forms and further details available from J. E. Fordham, B.A., Chief Education Officer, Education Office, 285/289 High Road, Hford, Essex IG1 1NN (or telephone 478 3020, extension 192), to whom completed forms should be returned by 30th May, 1980.



London Borough

WITH OVER HALF A MILLION READERS EVERY WEEK A LOT OF PEOPLE WILL SEE YOUR ADVERTISEMENT IN THE TES PERSONAL COLUMNS.

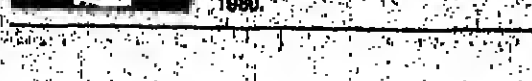
HEADTEACHER

For this Group 4 one-form entry junior mixed and infant school.
PARKLANDS INFANTS SCHOOL (Roll 313)
Havering Road, Romford RM1 4QX

HEADTEACHER

Required September, 1980, or as soon as possible thereafter for this Group 5 three-form entry Infants' school.

Application forms for both posts and further details are available (s.a.e. please) from the Director of Educational Services, Mercury House, Mercury Gardens, Romford, Essex.
There is a scheme for removal expenses - details on request.
Closing date Friday, 30th May, 1980.



ANNOUNCEMENTS

Times Newspapers Ltd.
wish to apologize
for the non-publication
of
The Times
Educational Supplement
on May 16th.
Many Classified advertisements
scheduled to appear
in that issue,
have been held over
and are published today.
We ask for
your understanding
in allowing flexibility
for applications where
closing dates
are incorrectly shown.

ANNOUNCEMENTS

Times Newspapers Ltd.
wish to apologize
for the non-publication
of
The Times
Educational Supplement
on May 16th.
Many Classified advertisements
scheduled to appear
in that issue,
have been held over
and are published today.
We ask for
your understanding
in allowing flexibility
for applications where
closing dates
are incorrectly shown.

Times Newspapers Ltd.
wish to apologize
for the non-publication
of
The Times
Educational Supplement
on May 16th.
Many Classified advertisements
scheduled to appear
in that issue,
have been held over
and are published today.
We ask for
your understanding
in allowing flexibility
for applications where
closing dates
are incorrectly shown.

—

TRADING AND BALENGHART
 (Incorporated in
 Pennsylvania) CAPITAL STOCK FIVE
 DOLLARS
 111-15741
 Attention: HARRY D. BERENSON, Eastern
 District for September, 1968 (CP
 68-1078)

REAL ESTATE INVESTMENT TRUST
 (Incorporated in Pennsylvania)
 Capital Stock Five Dollars
 111-15742
 Attention: HARRY D. BERENSON, Eastern
 District for September, 1968 (CP
 68-1078)

WILKINGHAMSHIRE
CON SCHOLAR
 1955-56 day boys
 Awarded for September, 1956, a
TRICORN Ability

Applications in writing with current vision and the names of two referees in the Hierarchy, The Mayor, Council, Chamberlain, Postmaster, Buckinghamshire, High Wycombe, Bucks.

ODDLEY
METROPOLITAN BOYSCOUTS
ODDLEY MIDDLE SCHOOL
Flower Hill, Halesowen

CHADLEY MIDDLE SCHOOL
Homer Hall, Halaswen
West Midlands B63 2LP
12-13: 099 on roll.

[illegible]

ENTFORDSINK
JURZHLI, MIDDLE BRIDGE
 Boreham Road, Boreham Wood,
 Herts. SG9 6JG
 Age range, 16 to 18 years
 Applications are invited for those
 coming from the following
 countries: ALGERIA, ARGENTINA,
 AUSTRIA, BELGIUM, CANADA,
 CHINA, DENMARK, FRANCE,
 GERMANY, GREECE, HOLLAND,
 INDIA, ITALY, JAPAN, KOREA,
 MALAYSIA, MEXICO, NETHERLANDS,
 NORWAY, POLAND, PORTUGAL,
 ROMANIA, RUSSIA, SWEDEN,
 SWITZERLAND, THAILAND,
 U.S.A., U.K., U.S.S.R., YUGOSLAVIA.
 The following subjects will be
 taught: English, Mathematics,
 Science, History, Geography,
 Music, Art, Physical Education,
 Modern Languages, and
 Vocational Training.
 The following subjects will be
 taught: English, Mathematics,
 Science, History, Geography,
 Music, Art, Physical Education,
 Modern Languages, and
 Vocational Training.
 The following subjects will be
 taught: English, Mathematics,
 Science, History, Geography,
 Music, Art, Physical Education,
 Modern Languages, and
 Vocational Training.

METROPOLITAN COUNCIL
SHERBORN MIDDLE SCHOOL
Sherborn Lane
Madderfields 1069 SIX

closed for September 1980. On
Monday 10 to 15 Middle School
children will be present at
a GENERAL SUBJECTS.

Forms of application and further
particulars (A.A.P.S.) must from
the school authorities be sent to
the completed forms must be
returned within 14 days of the
date in the next invoice #70).

NORTH TYNSIDE
Metropolitan Borough of
EDUCATION COMMITTEE

Applications from the following

[illegible]

RYANSON MODEL SCHOOL
 Ryansons, 10000 Hwy. 100
 Oxford, Ont. L0G 1G0
 (Number on rot. 520)

Required in September for
 one year only, a temporary
 year. Liberal, some 1 unit
 P. A. Liberal, the Arts
 School

Further details, definitely
 from the school
 52000

WEST SUSSEX
 NORTH EASTERN AREA
 Ryansons, 10000 Hwy. 100
 Ryansons, Road, Tilgus, Crawley
 52000

Pharmaceuticals, located in Nottingham
Luton plus London, France, West
Germany.

49

[illegible]

Reported for September, 1991:
 Study done at a school for the
 Head-ten of the primary school.
 Mountain found a very large

United Nations (M & F)
United Nations -
Founded With All
Applications are invited for the United Nations Young Men's Group which will be opened on September 1, 1944, Roll 214. Numbered applications should be placed in envelope for further details and applications turn to the Education Division, United Nations Hall, London S.W. 17. Closing date for the return of completed application forms is June 1.

Minhar Street, Alpha Grove,
London E14 8LY

MUSIC

Primary Music
Please telephone the school.
Visits welcome.

Other Posts
NANCY H. JAM & J. SCHROEDER
WYVIA BROWN, 40 May, B14
TNT 31-4467 1924
Headmaster
Required a man or possible!
100% & 100% more extra 10.5%
for cover LPA to work in the
Junior Department.

33, Platou Road, London, S.W. 11.
Applications are invited for the headship of this all age mixed day school for children of all races and

[illegible]

a small group of approx. 100 children.

[illegible]

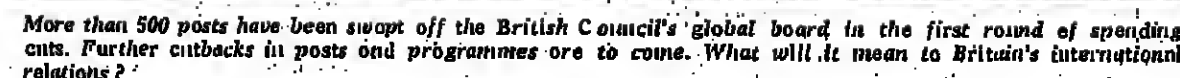
schools a week, travelling ex-
penses payable for allocated to
three schools per week.
Application forms from and return:

Teacher of Ausliquo' Confirms in
1940-41 Scholastic Year
Salvatore Scola a plus special schools
allowances to teach children showing
extreme physical backwardness
school for severely anti-normal
children. This was the situation for
candidates seeking their first teach-
ing appointment.
Announcement of the school and roll-in-
formation by the Education Office
of the Ministry of Education and
the City Council.

Spending cuts force bitter choices

Funds to drop by 23 per cent

As a result, most officers have a hearted and mind, "If cultural diplomacy is not worth doing, then the



Education (left), and advises "stop mollycoddling overseas visitors". But Judith Hart, former Minister of Overseas Development, asks: "What are we sacrificing to Friedmanism?" Page 56 Arts programme 6.

Arts prögta

62

Chris could make the council more effective, says Tessa Blackstone, professor of educational administration at the London Institute of Education (left), and advises "stop multiculturalising overseas visitors and judge them, former Minister of Overseas Development, asks: What are we sacrificing to Friedman?" Page 36

History: nearly 50 years of changing directions

The British Council was set up in 1934 by a joint committee of the Board of Education and the Board of Trade as a response to the propaganda voices of pre-war Italy and Germany.

Work began in Europe and the Near East, teaching English, recruiting teachers, providing books and fostering interest in British art. Six years later the council obtained its Royal Charter.

During the war it was concerned mainly with sustaining good relations with neutral countries and setting up a country-wide network of centres in private for the educational and welfare needs of overseas people in wartime Britain.

After the war demarcation lines were drawn up between the British Council, the Central Office of Information and the BBC Overseas Services. The emphasis of the council's work came to be in satisfying the demand from educationists,

scientists and artists in the liberated countries for re-established links with Britain.

In 1948 a House of Commons Select Committee examined its work, but post-war belt-tightening under Sir Stafford Cripps meant large-scale redundancies. Work in Europe was severely curtailed, but because of lack of funds and because of agitation within underdeveloped countries seeking independence meant that more attention had to be directed towards colonial and ex-colonial countries.

The Overseas Independent Committee of Enquiry into the Overseas Information Services in 1954 helped to accelerate this trend towards Europe towards work in the developing world—in India, Pakistan, the Far East, and the Middle East. In 1969 there was the first Commonwealth Education Con-

ference, and in 1961 the Department of Technical Cooperation, now the Overseas Development Administration, was created.

Other governmental reviews allocated money to bank work and Commonwealth educational development. In 1954 Paul Sinker, former First Civil Service Commissioner, became director-general of the council. He identified its main tasks as English teaching, the printed word and the interchange of persons. He also identified new areas of work, such as educational television, and set the stage for the expansion of UK-based staff and activities.

In 1969, the Duncan Review Committee on Overseas Representations recommended a shift of emphasis back towards Europe, but this only came into the Home Government. In a move timed to coincide with Britain's entry into European Economic Community, in 1972, Sir

Geoffrey Rippon, then Chancellor of the Duchy of Lancaster, announced an extra £3.5m, spread over four years. Considerably more attention was paid to youth and academic exchanges.

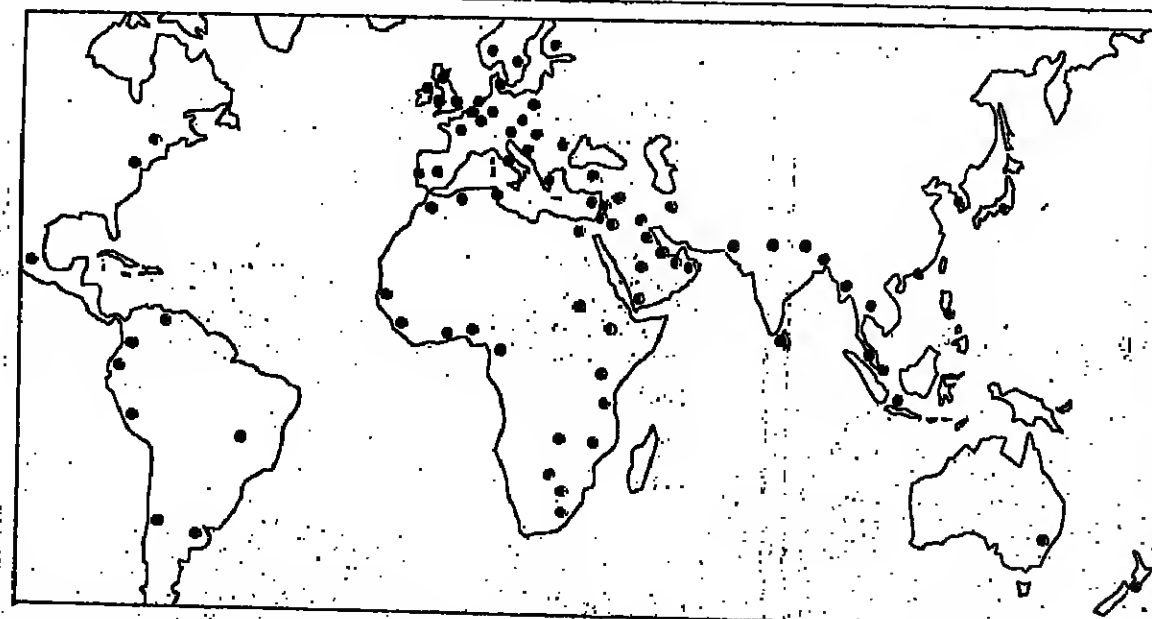
In 1977 the Central Policy Review Staff's Review of Overseas Representation (the Berrill report) proposed either the abolition, or the severe truncation of the council. The council survived these proposals and, in the rationalization of international educational and cultural work now going on, is taking on responsibility for other organizations.

But following a recent inter-departmental review, the council was told to effect an 11 per cent saving on its core budget for 1980-81, and earlier this year it was told that a further £3.9m was to be axed from this part of its budget over three years to 1984. Ways of making these savings in a coherent fashion are now being examined.

closer control, an earned revenue was increased by expansion to the field of direct English teaching, and by winning contracts from the international lending agencies.

In 1977 the Central Policy Review Staff's Review of Overseas Representation (the Berrill report) proposed either the abolition, or the severe truncation of the council. The council survived these proposals and, in the rationalization of international educational and cultural work now going on, is taking on responsibility for other organizations.

But following a recent inter-departmental review, the council was told to effect an 11 per cent saving on its core budget for 1980-81, and earlier this year it was told that a further £3.9m was to be axed from this part of its budget over three years to 1984. Ways of making these savings in a coherent fashion are now being examined.



Countries where the British Council maintains representations.

Places: withdrawals now underway

The council at present operates in 82 countries, although this number is likely to change according to both the application of spending cuts and the world situation.

The Russian invasion of Afghanistan recently forced it to withdraw from Kabul, and the situation in Tehran was closed down following the attempted rescue of the American hostages.

But work is underway to reopen an office in Salisbury, Zimbabwe, and although the situation in Uganda remains too unstable to consider work to begin again in Kampala, it could change.

The expenditure cuts, as far as possible, have meant withdrawal from Malta (where the office had

been closed already by Dom Mintoff's government in 1974), in recognition of a vote move by the British Government), Mauritius, and Zaire. A recently opened English teaching centre in Costa Rica has been closed.

Significant staff reductions are planned for the following Commonwealth countries: Australia, Bangladesh, Cyprus, India, Lesotho, Malawi, Nigeria and Sierra Leone. Staff are also being withdrawn from the Middle East, Maghreb, Austria, Poland, Turkey and Yugoslavia.

The council maintains large representations (between nine and 25 London-appointed staff) in India (25), Nigeria (14), West Germany, Brazil, Ivory Coast, Egypt, Spain, Rhodesia, Kenya, Malaysia and Turkey.

These large offices contain a

mixture of general administrators, English language specialists, library and book specialists, and scientists. The mixture of staff, funds and work varies enormously according to the individual country. France, for instance, has a lively cultural programme and many short-term visitors. The Kenya representation, on the other hand, is primarily concerned with administering educational aid programmes.

The council runs a library in East Jerusalem (the West Bank) but ministers this from London. The Madrid office runs the only British Council school in the world.

There are council representations in 16 other countries: Argentina, Ireland, Northern Ireland, Romania, Trinidad, Tobago, Bahrain, Brunei, Cambodia, Egypt, Greece, Hong Kong, Jordan, Kuwait, Lebanon, Oman, Qatar, Saudi Arabia, Singapore, South Africa, Sri Lanka, Sudan, Taiwan, Thailand, Timor-Leste, United Arab Emirates, United Kingdom, United States, Venezuela, and Zimbabwe.

People: overseas wives start to feel the strain

The council employs 360 London-appointed staff serving overseas and 2,000 locally engaged staff.

Salary scales are related to Civil Service salaries. An officer entering the overseas career service, who is over 25, could expect a starting salary of £5,950. The highest graded overseas posts are the Representative, France, and the Representative, India, with salaries of about

£18,000. Most career officers are scientists, and many have higher specialist qualifications as scientists or English language experts.

Home-based staff in the United Kingdom start at about £3,600 to £4,250. Local conditions of employment vary according to the country concerned.

Council staff serving overseas (and their families) have to spend most of their working contacts

A recruitment booklet says: "Your wife's role will be as important as yours... you will be expected to together set up a home to local people and to visitors from Britain".

As with other overseas services, this can cause domestic friction, as an increasing number of wives wish to pursue their own careers. (In a very few cases, husbands follow their wives to the council's offices around the world.)

Money: complicated mix of funds

British Council funding is complex. The diagram (right) shows the main sources of money. Figures are for 1979/80.

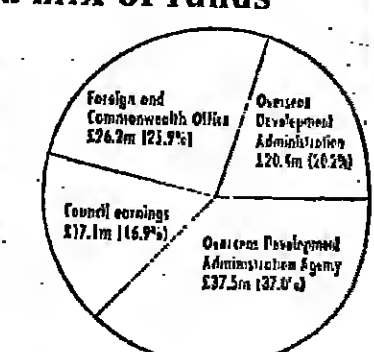
The top two slices, added together, comprise the grant-in-aid from the Government which comes from both the Foreign and Commonwealth Office and the Overseas Development Administration, and the money given to the council by the Overseas Development Administration to administer specific aid schemes.

These aid schemes are financed by what is known as the ODA agency money, the bottom right hand slice of funds.

The fourth slice, council earnings, is money which comes from running English classes, setting up and managing education projects, recruiting teachers for overseas posts, publishing and entering for students at the request of overseas governments and international agencies, organizing examinations and testing English.

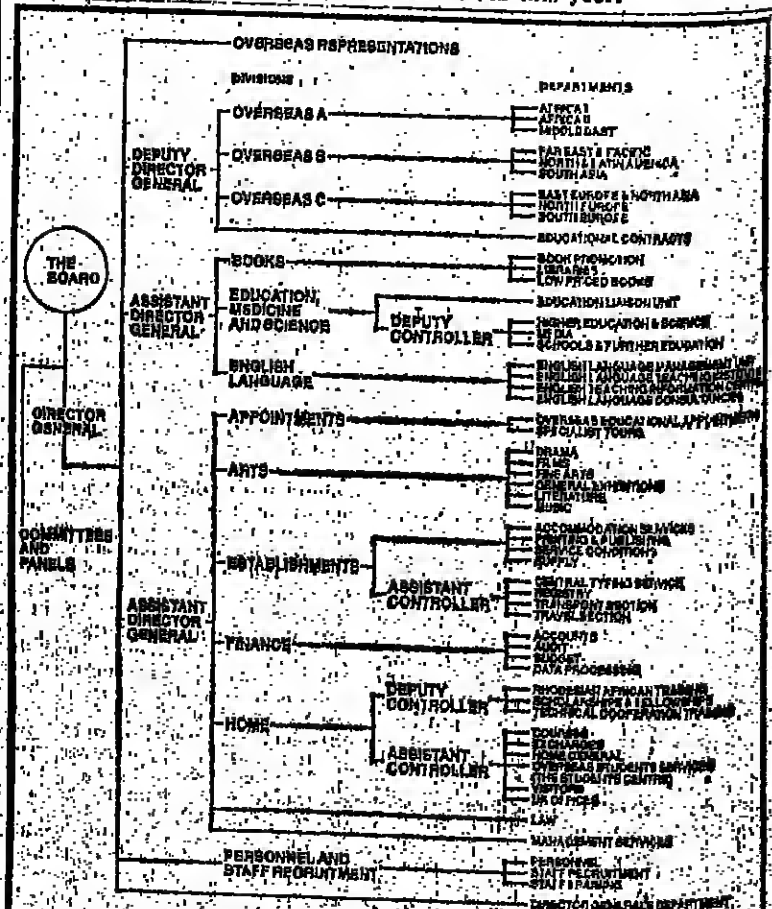
The council is hoping to increase its self-earned funds. But the amount of ODA agency money is going down. The recent White Paper on expenditure cuts announced a 14 per cent cut in the aid budget, phased over three years. This is likely, in turn, to affect the level of aid administration money within the core budget.

As a non-governmental body supported to a high degree by public

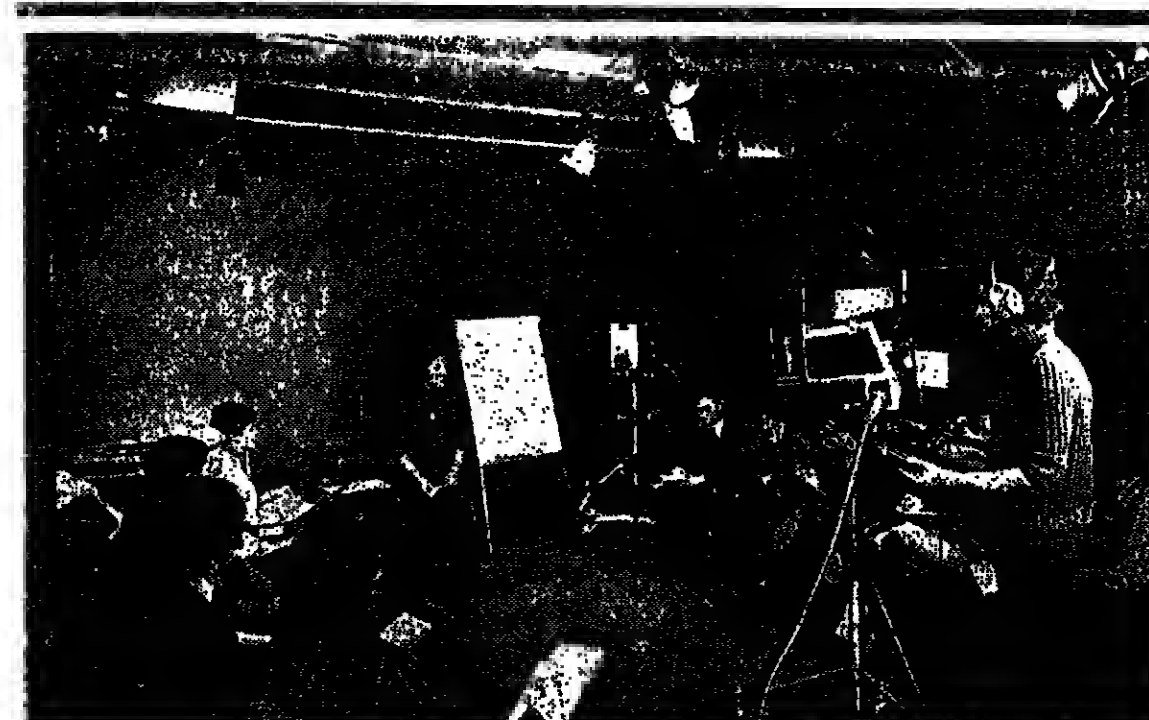


funds, the council has considerable but not total freedom in its work. Broadly speaking the Government decides in which countries, and at what scale, the council will work. The council decides what kind of work it will do, and how it will do it. All council work, however, is controlled by the demands and circumstances of each particular country.

For the current financial year, Government grant-in-aid (the top two slices of funds) is down from £46.6m in 1978/79 to £44.7m in 1979/80. That part of these funds given for the maintenance of aid projects is down from £5.9m to £5.3m. ODA agency money for this year is £44.7m. Council earnings are estimated at about £20m. One of the hardest-hit programmes so far is the low-profit books scheme, which is to be reduced from a planned £2m at the beginning of this financial year to £0.97m this year.



British Council organization chart



Spanish students learn English using the council's closed-circuit television system. But was such sophisticated equipment a good investment?

A lucrative English teaching operation is the basis of the British Council's work in Spain. By Hilary Wilce

Madrid's balancing act

At the beginning of the academic year students queue around the block to enrol for British Council English language teaching in Madrid. There are similar scenes at the council's other two centres in Spain, in Barcelona and Valencia.

About 6,500 students are learning English in Spain through the British Council, and Mr John Wright, the country's English language officer, said: "My impression is that we are 100 per cent oversubscribed every time. The pressure on places is just enormous".

The council has a high world-wide reputation for its English teaching. Competitive fees and the "official" status of the operation make it first choice for large numbers of language students around the world—a total of 42,000 in 1979/80, with 100,000 more students learning English in institutes and societies associated with the council.

Spain is one of the largest direct teaching operations but France, Greece and Italy also have quite large programmes, and there are other major ones in the Middle and Far East.

In Spain the English language teaching operation is by far the most visible and manpower-intensive part of the council's work. AM levels are taught from beginners to takers of the University of Cambridge Certificate of Proficiency in English. Just under 90 teachers are employed in the three institutes. In Madrid alone 13 classrooms are in constant use, day and evening, and a visitor to the Instituto Británico, the council's rather elegant headquarters in the centre of the city, has to push through throngs of students.

It is a healthy situation. The promotion of the English language is the one specific task set down to the council's Royal Charter, and in Spain there is no difficulty at all in setting the product.

Senior politicians, administrators and industrialists have learnt English through the council since it began classes in 1940, and new recruits are always being recruited. As a result the council is short neither of friends nor influence.

Perhaps more important, though, in the current harsh economic climate, is the fact that the direct teaching operation is not only self-financing but also provides funds for other parts of the council's programme. Some of the profit is ploughed back to London, but most stays in Spain.

Income from direct teaching has grown considerably over recent years. In 1973/4 it brought in £336,242. By 1977/8 it had jumped to £642,000, and revenue from teaching operations is expected to be about £1m once the final sums are in.

Not all of this is profit, of course. Teacher salaries alone account for £1m.

But in past years there has been enough left over to finance the installation of a closed circuit television system, with a studio and TV monitors in all the classrooms. The system is supervised by a specialist engineer, and is used both for producing teaching films and for research into English language teaching methodology.

Some critics however feel the expensive equipment is underused and perhaps should not have been bought in the first place.

Money from direct English teaching is also used to finance other council programmes, and to supply such auxiliary services as a security guard—a necessary precaution when "bombing" incidents are far from rare.

"But this makes us a curious blend of the strong and vulnerable," Spain's British Council representative, Mr Ian Fraser, said. "It makes us strong in that we are generating money, but it makes us vulnerable in that London, knowing this, will think we can take a higher proportion of cuts than other places".

His fears have been realized. This financial year Spain is taking a cut of £182,000 on a direct country budget of £385,740 in 1979/80. Some of this will be made up by an increase in fees for English language lessons, but staff and programmes are having to be cut.

This curtailment comes just at a time when work in Spain should not be cut back, according to Ian Fraser. The country is going through an important time of transition. It is still in the process of hammering out its own brand of democracy; the Basque country and Catalonia are setting up their own autonomous systems of government; and REC membership is on the horizon. All kinds of institutions are under examination and the country is building new international links, the traditional ties with Britain need to be reaffirmed, he feels.

"They see in us a model to follow. There are all kinds of opportunities here at the moment."

The council is being eyed by all eight London appointed staff in Madrid, and their three colleagues in Barcelona, all of whom feel frustrated by the lack of resources with which to expand their work.

One way of combining the aims of education might be to expand the direct teaching of English. In 1979 this was done by retaining control of the Valencia institute from local direction, a move made possible by money earned through teaching English.

But apart from practical problems of finding more teachers and capital to invest in expansion, there are other less tangible considerations.

Leo Fraser is concerned that the balance of council work should not be tipped too far in any one direction.

"It is absolutely vital that the British Council should continue to be seen as the cultural ambassador of Great Britain. If our earned revenue were to become too high then it would be difficult for us to retain our claim to be the official British cultural agency. If we were to allow that to approach a level of 100 per cent Spanish funding, it would be both difficult and dangerous. We must not let the direct teaching of English totally overshadow our other activities. If we did, aspects of our status would be open to question, for example our tax exemption."

Britain has a cultural convention with Spain which must be honoured. Significantly, 100 per cent of the British Government funds which subsidize the council's work in the country come from the Foreign and Commonwealth Office. There is no aid programme.

An important part of council work is to promote visits and exchanges in the fields of the social sciences, the arts and, most particularly, the sciences.

Dr Robin Wright, an engineer, is the science officer in Spain. He has tried to expand the programme of scientific contacts beyond the traditional fields, such as medicine, to a wide range of applied sciences, from hospital engineering to data transmission.

This science programme has been kept healthy by infusions of cash from the English teaching operation. Now the number of exchanges is to be cut, and Robin Wright is searching for ways and means of making a life-go a long way.

One of his ideas is to organize seminars where participants would be charged fees which would cover the costs of housing, specialist speakers over from Great Britain. Publication of the papers could also help to cover costs.

Cultural manifestations (as the jargon terms them) are also a valuable part of the Spanish operation. Council officers believe a major Henry Moore exhibition, planned for Spain next year, and a recent Age of Shakespeare exhibition, which visited Madrid, Valencia and Barcelona was well received. Another exhibition, the Old Vic Company toured Barcelona and Madrid, and the London Oratory Choir has been among the musical groups which recently toured Spain.

Council libraries in Madrid, Barcelona and Valencia have been hit by across the board cuts. As lending libraries they are primarily used by language students, but they are also widely used as reference libraries. In Madrid, in addition, a hard-pressed academic sector has borrowed about 60 personal and vintage ad-

continued on page 51

Nuclear Power, Namibia — they're all in Atlas 80

Compiled by M Menwick and W Pick
Suggested age range: 14-17

- * A new concept in school atlases designed as the result of schools-based research into children's ability to use and understand maps.
- * All the maps are on the same scale or on scales bearing a simple relationship to one another. Every physical and political map has an inset map of the British Isles to the same scale.
- * A colour-coded index helps children locate places quickly and easily, and necessary information is repeated in the key to each map.
- * A useful section of world maps showing amongst other things, oil production, population, endangered wild life.
- * A wide variety of thematic maps linked to carefully selected colour photographs provide abundant topic work material.
- * Also available is the Atlas 80 Workbook, an ideal activity guide and all-purpose tool for illustrating the countless ways in which an atlas can be used for reference in any curriculum.

NELSON'S JUNIOR ATLAS Revised Edition
A fully revised edition of this popular atlas, showing the new country boundaries.
A Junior Atlas Workbook is also available.

Please send me an inspection copy of:
Atlas 80 0 17 426412 1
Atlas 80 Workbook 0 17 426414 8
Nelson's Junior Atlas 0 17 426406 9
Nelson's Junior Atlas Workbook 0 17 426500 0

Name _____
School _____
Address _____

NELSON

Thomas Nelson & Sons Ltd., Nelson House, Mayfield Road, Wotton-on-Thames, Surrey KT12 4BR.

THE BELL SCHOOLS OF LANGUAGES
BATH CAMBRIDGE NORWICH SAFFRON WALDEN
owned by The Bell Educational Trust
Director: Peter Stevens MA FIL
Founder Member of AELS

Please send me further information on:

- ☐ General English Courses in:
☐ Cambridge
☐ Bath
☐ Norwich
☐ Saffron Walden
☐ Summer Courses
☐ Intensive Tailor-made Courses
- ☐ Individual Private Tuition
☐ Courses for Teachers of English
☐ English Literature Programme
☐ Courses of English for Academic Purposes and Study Skills

Name _____
Address _____
Return to: Mary Martin, Marketing Co-ordinator, Bell Educational Trust, Bell House, Cambridge CB2 3QJ, ENGLAND. (Telephone) Cambridge (0223) 212221, Telex 212221

CHOOSE YOUR LAB

from a small, portable individual unit for the resources or training course, by stages, to a fixed remote-controlled facility for 48 students; your needs can be supplied by STILLITRON. You are assured of maximum reliability, adaptability to teaching circumstances, and after-sales service. The range is:

- SP3** — fully remote-controlled 4-8 unit high capacity system for local or distant control. Managed worldwide, wherever you are. Teacher supervision, control of programme and automatic installation are essential.
- SP25** — fully remote-controlled 4-8 unit high capacity system for local or distant control. Managed worldwide, wherever you are. Teacher supervision, control of programme and automatic installation are essential.

MT6 — a single-programme portable system offering maximum flexibility with full remote-control, from 4 to 20 units (4 to 20 students).

STILLITRON — New Bond Street, London W1.

COLCHESTER ENGLISH STUDY CENTRE

18 Leiston Road, Colchester, Essex
CO1 3PW, England
Telephone: (0206) 44221. Telex: 667216

SPECIALISED ENGLISH LANGUAGE COURSES

Tailor-made courses designed by our expert staff in consultation with clients to meet specific training and professional needs.

Information on our services can be obtained from any British Council office, or by contacting us direct.

International contracts help keep the unkindest cuts at bay

Council work in Egypt is typical of operations in the developing world. But, increasingly, someone other than the British tax-payer is footing the bill. By Hilary Wilce

The office of the British Council representative in Cairo has a magnificent view of the Nile. Full-sailed feluccas pass by on the wide brown river, and the occasional, inconspicuous, rowing boat.

The council's Egyptian headquarters is an elegant waterside villa with a faintly colonial atmosphere and a garden which is an oasis of green calm in what must be one of the noisiest and dustiest cities in the world.

But times are changing. A fair portion of the garden has recently had to make way for a new block of teaching laboratories, and more than one council officer now serving in Egypt has been known to muse aloud on the useful profit that could be made from selling the prime-site villa for property development.

However, the work in Egypt—mainly administering aid projects and running direct teaching operations—will almost certainly escape the worst of the various current belt-tightenings.

One use of the scenery is politically and economically important to Britain and the large bilateral aid programme is unlikely to be reduced seriously in the recently-announced aid cuts.

For another, there are opportunities for the council to keep up the scale of its operations both by increasing the amount of money earned by direct teaching, and by winning more contracts to supply educational services under aid projects backed by the international lending agencies.

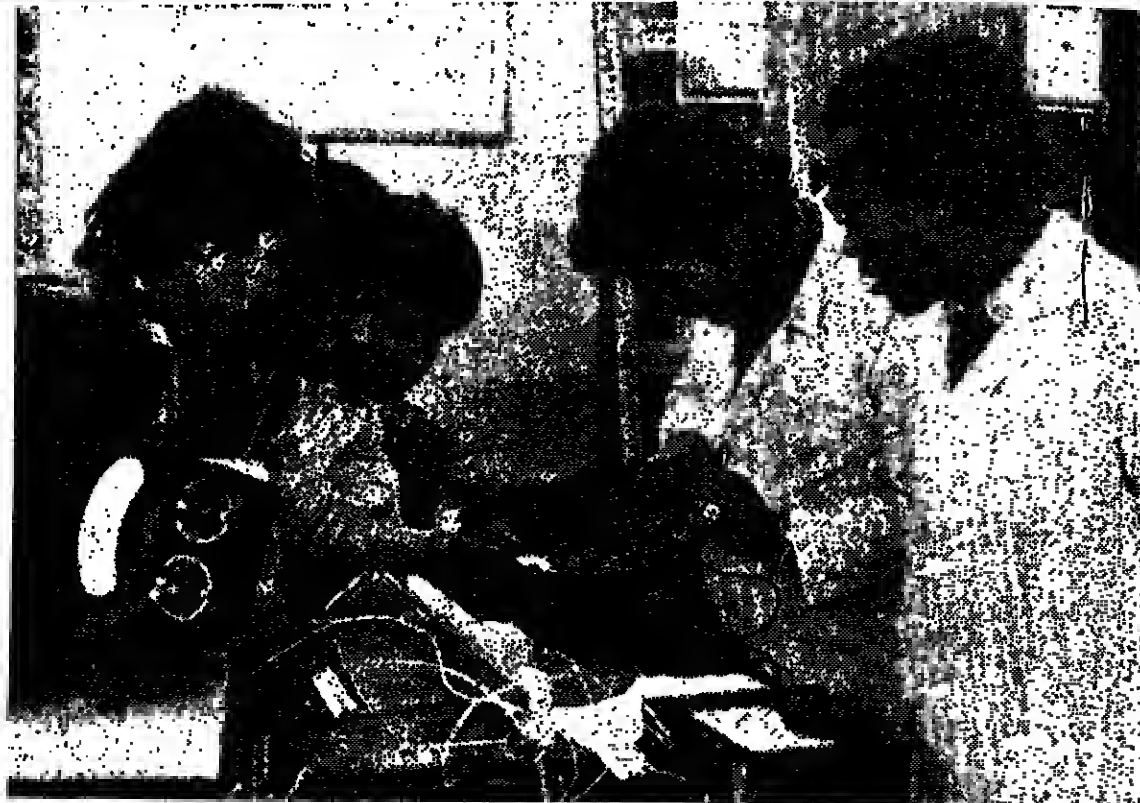
Nine council officers and just over 20 education contract staff work in Egypt. Most are based in Cairo, but there is also a British Council office in Alexandria, on the coast at the western edge of the Nile delta, which functions mainly as an English teaching institute.

Cairo and Alexandria have about 1,200 students apiece, and both teaching operations could expand greatly if they had the staff and facilities. The demand for English lessons is enormous, but increasingly, the trend within the council is to provide classes for organisations rather than individuals. Cairo now has a large number of English language lessons at the council.

Other work involves administering technical education programmes, leading to the placing of English language specialists in key university posts, and making and maintaining a whole range of scientific, educational and publishing contacts. There are the usual council information services, including a lending and reference library.

Eighty per cent of the representation's grant-in-aid comes from the Overseas Development Administration, and only 20 per cent from the Foreign and Commonwealth Office, and in many ways the work in Egypt is typical of council operations in the developing world.

One of the ways it is quite distinct. Uniquely, it runs a direct teaching of science operation, which is just getting on its feet. This is based in a new building, next to the English



Students at Moharran Bey Technical School, Alexandria, work with British equipment. Boosting vocational training is an important part of the British aid programme in Egypt. Council officers administer the schemes. Internationally-funded work is now being grafted onto this particular British project.

language classrooms, in the back garden, and the theory is that fee-paying students taking science O levels will cover the cost of running practical laboratory technician training courses, for which there is a desperate need.

The project cost £60,000 to get going and as yet rather fewer O level students have come forward than was hoped. If the project does not work out exactly as was originally planned, other means will have to be found to make it self-supporting.

More significantly, in terms of council developments throughout the world, much of the education and training work now being administered by officers in Egypt is being paid for, not by the British taxpayer, but by World Bank loans.

Until recently aid projects funded by the international lending agencies tended to be concerned mainly with providing buildings and equipment. Recently they have begun to want an education and training component built into the schemes.

In Egypt the council has successfully bid for contracts worth £1m under the first phases of a major World Bank education project to expand and upgrade vocational and practical skill-based training. Further phases of this project are in the planning pipeline, and the council may also be able to win contracts for work funded by other agencies, such as the European Development Fund.

"If the council in Egypt over the next three years or so can't sign contracts to the value of half a million pounds a year, I would be pretty disappointed," Dr Peter Penzer, science officer, said. "And with reasonable luck and skill we should double that."

Such client-funded work is essentially the same as traditional council operations. "Basically we ask ourselves 'Is this a service which ODA might fund?' If the answer is yes, then there need be no theological debate over whether we should be doing it," Dr Penzer said.

It includes providing English language training in Egypt, training for technical staff in the law, and supplying general recruitment and consultancy services. The trustees' bridge building, which is the underlying point of much of the council's work, is simply carried on with someone else's money.

Some of this internationally-funded development is being grafted on to British aid work. A technical teacher training scheme at Moharran Bey, in Alexandria, for instance, is being developed within a technical school which has been set up with British funds and services. Such continuity along with Egypt's traditional educational links with Britain, have put the council in a good position to capture lucrative contracts.

Mr Malcolm Daisel, the British Council representative in Egypt, is fully in favour of this direction of development. "It makes it one of our main tasks to see Britain gets as large a cut as possible of any money that is available. But the

main thing about it is that it means people are still going to end from Britain."

At 43 he is one of the council's younger senior men. He joined after studying history at Oxford and has worked in Pakistan, Malaysia and the Sudan, making steady progress up the council's hierarchy.

Pipe-smoking and direct, he almost appears to welcome the challenge of finding ways and means of continuing to get things done, even with shrinking funds.

Unusually within the council he advocates a systematic management approach to the somewhat hazy business of cultural diplomacy, and has regular staff "prayer meetings" to discuss all aspects of council work.

His priorities for Egypt are carefully listed. Encouraging the spread of the English language comes first, helping to upgrade technical skills comes second. Third comes support for young scientists, fourth comes library development work. Fifth comes work with students, and last and quite definitely least comes cultural programmes.

"We keep a deliberately low profile on culture. It would have to be done at a high level, particularly in Cairo and Alexandria and our concentration is, rightly I feel, on the science and educational side."

He has also decided not to use any funds to bring out specialists from Britain, arguing that this can be funded from other sources and that the money is better used to increase the budget for visits the other way.

But like council representatives around the world, he still faces the unpleasant daily task of telling endless people that money is drying up and exchange and scholarship programmes are being cut back.

In Cairo the task is made harder by the fact that Egypt, which is not one of the world's richest countries, nevertheless feels morally obliged to give educational aid to the rest of the Arab world. There is a cer-

tain incomprehension, and a genuine sadness, that Britain no longer has funds for this kind of work among all the council's wide-ranging contacts. And among council staff there is obvious frustration, not only that work is being curtailed, but that all the many benefits they know follows in its wake will also be lost.

Malcolm Daisel believes it is important to maximize the representation's revenue-earning capacity. "Personally I think I would have been building like this without the current crisis. We shouldn't have to wait for a crisis to concentrate the mind. You always need to re-deploy resources, even in the good times."

But several unknowns hamper his planning. A country policy review is in the council's pipeline; a marketing team is currently reporting on Egyptian opportunities; and he still does not know how British aid cuts will affect work in Egypt.

What he does know is that his gross country budget has been cut by £40,000 on a 1979-80 budget of £280,000. Savings are planned through the trimming of posts, cutting back of grants and scholarships, and making more efficient use of resources such as classroom space.

But Malcolm Daisel feels it is important not to narrow down, even in the face of such odds. He wants money to invest in getting the Alexandria English teaching operation on a better financial footing, and feels that "council work is infinite. It should be growing, should be changing and not wasting taxpayers' money in doing so."

Meanwhile he watches the vast expansion of American aid of all kinds in Egypt following the Camp David agreement and hears that the Japanese are also becoming active cultural diplomats in this volatile and key part of the world.

"If we don't do it, others will," he said. "And are."



Cairo University: one part of call for council officers' maintenance of British aid work.

Work around the world...



Above: Nigerian teachers practise using a projector during a "Film in Education" course. Top right: Sir Charles Troughton, chairman of the council (left), welcomes Mr Huang Hua, the Chinese Foreign Minister, to the council's London headquarters. Top far

right: Saudi Arabian science students learn technical English in Jeddah. Above centre: waiting to enrol for English classes in Hong Kong. Above right: children's corner in the council's library in Jakarta.

HOW OUR PRODUCTS HELP THE BRITISH COUNCIL DO A GREAT JOB OVERSEAS!

PROMOTING BRITAIN ABROAD

The best way to learn about a country, apart from living there, is to read its newspapers. Here in Britain we are fortunate in having such a wide and diverse selection, and our leading quality newspapers are known and respected throughout the world. Many British Council offices abroad keep newspapers for the use of their visitors, and these are eagerly read by both language students and those wishing to keep up with the latest developments in their country. Newspapers themselves can be a nuisance, however, they are bulky to store, dirty to handle, and deteriorate rapidly. We have come up with a solution to these problems by being able to supply a wide selection of quality newspapers and magazines on microfilm. This has enabled many council offices to provide a wider range of publications, and longer back file runs than would be possible using paper copies, and still be able to save valuable shelf space for other information products.

Over the past few years we have sold our microfilm publications and hard copy indexes and reference books to libraries in virtually every country in the world, and in many cases the local libraries first saw our products at the British Council office. We are very grateful for the assistance we have received from the staff of the various offices abroad, especially those in Cologne and Amsterdam, and we look forward to working together in the future—helping to promote Britain abroad.

MICROFILM PUBLICATIONS

U.K. TITLES
THE TIMES
THE FINANCIAL TIMES
THE SUNDAY TIMES
THE TIMES LITERARY SUPPLEMENT
THE TIMES EDUCATIONAL SUPPLEMENT
THE TIMES HIGHER EDUCATION SUPPLEMENT
THE DAILY TELEGRAPH
THE SUNDAY TELEGRAPH
THE SCOTSMAN
THE BELFAST TELEGRAPH
JEWISH CHRONICLE
EVENING STANDARD
LLOYDS LIST
THE ILLUSTRATED LONDON NEWS
THE BURLINGTON MAGAZINE
THE ARMY QUARTERLY
THE POLITICAL QUARTERLY

OVERSEAS TITLES

THE WASHINGTON POST
LE MONDE
DER SPIEGEL
JOURNAL DE GENEVE
THE GLOBE AND MAIL (TORONTO)
THE AGE (MELBOURNE)
ASAHI SHIMBUN (TOKYO)
BANGKOK POST
STRAITS TIMES (SINGAPORE)
AL-AKHBAR (CAIRO)
FAR EASTERN ECONOMIC REVIEW (HONG KONG)
SAUDI ECONOMIC SURVEY
MIDDLE EAST ECONOMIC DIGEST
INDIA TODAY (NEW DELHI)

INDEXES AND REFERENCE BOOKS

Apart from our microfilm publications, we publish a selection of hard-copy indexes and reference books. These can be used as access tools to the paper or microfilm, and as fact-finding sources in their own right.

THE TIMES INDEX

The most comprehensive and versatile fact-finding source available. Contains references to events reported in the pages of THE TIMES, THE SUNDAY TIMES, TLS, TES and THES. The index is published monthly, with an annual cumulative volume which provides a definitive account of the year's happenings as recorded by five of the world's foremost newspapers.

TLS CUMULATIVE INDEX 1962-1980

A new index to the wealth of information contained in the pages of THE TIMES LITERARY SUPPLEMENT. The first part, which is now available brings together all the references from 1962 to 1979. The second part, to be published Autumn 1981, will cover the years 1980 to 1980.

OBITUARIES FROM THE TIMES 1951-1975

A three-volume set of reprinted obituaries from the world-famous Times Obituaries Columns. These volumes provide a unique source of biographical detail on 4,000 men and women from all walks of life, whose lives helped to shape the twentieth century.

For our complete catalogue and price list, please contact:

NEWSPAPER ARCHIVE DEVELOPMENTS LTD., HOLYBROOK HOUSE, CASTLE STREET, READING, RG1 7SN, ENGLAND

Reading and Thinking in English



A new series of four books forming a course in reading comprehension for students of English who need to read the specialist English met in textbooks, reports, articles, journals etc. The course was initially developed in a project sponsored jointly by the University of Andes, Bogota, Colombia, and the British Overseas Development Ministry in association with the British Council.

The subject-matter is varied, so that the student becomes accustomed to reading and thinking in specialised language without being biased towards any one subject. The complete course takes students from a basic level of English to one at which authentic, unmodified texts can be understood. The course is graded but has been designed to allow for entry at any level.

The four books in the series are:

- Concepts in use (near beginner)
- Exploring functions (pre-intermediate)
- Discovering discourse (intermediate)
- Discourse in action (advanced) available mid-1980.

There are Teacher's Editions to accompany each book. These provide a detailed teacher's guide, notes on the units, and keys to the exercises. Students working on their own should use the Teacher's Edition since it also contains a self-study guide.

For further details and a prospectus please write to: Language Teaching Department, University Press, Walton Street, Oxford OX1 2JD.

Oxford University Press

AGENDA

DAVID COTTON AND ROGER OWEN
Higher Intermediate/Advanced Business English

AGENDA Casebook contains 20 realistic business case studies designed to develop problem solving and communication skills. The Workbook provides a complete programme of related language work including exercises covering register, numeracy and essential writing skills for the foreign Business English student.

Recordings of the Workbook dialogues and related practice material are available on Tapes or Cassettes. The Teacher's Book contains notes and suggestions for using AGENDA together with a key to Workbook exercises and the tapescript for the recorded exercises.

Casebook	245 53346 X	£3.25
Workbook	245 53347 B	£3.25
Teacher's Book	245 53493 B	£3.50
Tapes	245 53494 G	£14.00 + VAT
Cassettes	245 53348 G	£10.00 + VAT

Please write to our Education Department for inspection copies.

HARVARD BOOKS
182 High Holborn, London WC1N 7AY

BASE BOOKS

NORMAN COOK and CHRIS TFOI

Base Books are a series of concise technical books specially designed for the foreign technical/science student who needs to be able to speak, read and write about his subject in English.

Base Books have the major technical terms underlined in the text and explained very simply in the glossary. Base Books contain essential diagrams to clarify textual meaning. Base Books have exercises at the end of each chapter to test comprehension, practise basic language skills and familiarise the student with common technical/scientific language.

Published so far: Air Conditioning 26430 9 Electric Lighting and Heating 26436 8 Household Appliances 26434 1 Radio 26431 7 Record Players and Tape Recorders 26433 3 Refrigeration 26429 5 Television 26432 6 plus Answers to Exercises: Refrigeration, Air Conditioning, Electricity 266 22 0 and Answers to Exercises: Radio, Television, Record Players and Tape Recorders 26314 2. All Macmillan ISBNs have the prefix 0 333.

MACMILLAN PRESS

For further information on this essential series please write to Robert Overton, The Macmillan Press, 4 Little Essex Street, London WC2R 3LP or your nearest Macmillan supplier.

SPECIAL REPORT: THE BRITISH COUNCIL

Subject to demand
reprints of this
special report
are available to readers.

For information please contact:
Nigel Denison
Sales Development Manager
The Times Supplements PO Box 7
Newington House Square
Grey's Inn Road, London WC1X 8EZ

Hidden millions, acts of folly

Do we need the British Council? Does it do valuable work? Could it be done better? Critics and supporters put forward their views and suggestions



Government should not control scholarly liaisons
by Richard Griffiths

Few participants in Britain's official overseas activities in the field of higher education and research, the life blood of international intellectual relationships, would deny that these relationships are in a thorough mess and have been for most of the 1970s.

The intervention of the quango-hunters and the expenditure cutters have served only to make the situation more ridiculous. In that the various cohorts of aid administrators, primarily in and around ODA and the British Council, are being restuffed but continue to exist; though now without enough operational money left to them, after meeting their inflated administrative costs, to undertake any significant volume of useful activities. The British Council's own scholars, the Commonwealth university interchange scheme which it financed, its specialist courses and visitors programmes (useful but seldom very penetrating or productive of multiplier effects) have dwindled almost to nothing during the past year.

Fortunately private foundations and other agencies, being less centrally intervened, have remained substantially operational. Moreover, the longevity of academics in maintaining "closed overseas" contacts through shell and high water has also, once again been invoked with some success. So all is not yet lost. The present danger is that, under pressure from staff interests and in-house advisers, ministers may agree to a partial return to the centralising all government support for international scholarly relations in FCO/ODA, and to a lesser extent DES, as the puppeteers, with an unreformed British Council as the puppet. This would spell the end of effective intellectual collaboration between relevant United Kingdom institutions and their counterparts overseas, except to the extent that the subsidised activities of such bodies as the Royal Society, the British Academy in this field might, initially at any rate, remain exempt.

A totally different approach, involving a closer partnership between the Government and the relevant British scholarly institutions, is called for both in the interest of effectiveness and of economy in public expenditure. Its main elements are:

- The recognition by the Government that it is not for it and the British Council jointly to take over exclusive control of all international intellectual activities, in any way, or another, they support. If, and only if, it helps powerfully, urged behind the scenes, it is better qualified to undertake such tasks.
- The British Council should accept that their representatives

much-valued role as education advisers to United Kingdom missions overseas does not give them either the right or the duty to take over the devising and carrying out of all scholarly contacts between overseas institutions and their British counterparts which have official blessing. They are simply not equipped to do so.

● Attitudes need to change; the British Council's functions need to be redefined and limited, its constitution and structure need to be reconstituted, and the boundary between FCO, ODA and DES responsibility for international intellectual collaboration need to be thoroughly tidied up. Organizational reshuffling in itself, will achieve nothing. Nor will the presence of belovéd officials, that international intellectual collaboration can best be achieved either by signing cultural agreements or by merely one of various elements which make up the educational sector of technical cooperation programmes, costly agreed between them and overseas governments.

Richard Griffiths recently retired from being director of the International Council for Higher Education Overseas.

Simply shortsighted to cut libraries in the developing world
by Judith Hart

Is money and staffing, half of the British Council's work overseas is financed directly from the overseas aid budget. It acts as the major development agency of British help to developing countries in the field of education. And education is, of course, crucial to their development strategies.

I have had many opportunities to see the British Council in action in Africa and Asia and, over 10 years, to observe the subtle and important evolution of its work. The 1975 White Paper on "aid to the poorest", and the thrust of policies following it, commanded the enthusiasm of the staff. It is their commitment, which is now so deeply frustrated by the cuts.

There are two crucial dimensions to British Council work in developing countries. The first is the long-standing policy of providing a library and reading room. I recall visiting these in Kampala, Uganda, in the mid-1960s, in India and in Sri Lanka. Books, the source of education, are both difficult to get and too expensive to buy, and developing countries must give the priority in expenditure to their schools and colleges.

Every reading room I have visited has been a scene of students quietly working on books they could not have found anywhere else. To cut any of these in any developing country is to remove a vital part of its intellectual life. It is a mistake to think that the British Council library is a desirable act of folly. Yet it is to happen. At Easter, in one developing country two young ministers expressed their concern and anger. "I did all my reading there. It was the only place." So we sacrifice that to Friedmanism?

Judith Hart is Opposition spokesman on overseas development and a former Minister of Overseas Development.

Relationships must move towards interdependence
by Richard Jolly

Growing interdependence in economic matters is a cliché of the international world, but its implications for education and cultural exchange are still woefully neglected. We joined the EEC seven years ago, but still fewer than 1,000 students from Community countries are studying in British universities or other institutions of higher education. In the United States a Presidential commission recently reported that the percentage of Americans studying a foreign language in high school had fallen from 15 per cent 10 years ago to eight per cent today—an appalling commentary on a nation's preparation for international understanding, as the commission rightly observed.

The Brandt report is the latest and most authoritative international document to stress that the fastest growing area of interdependence is between the developed and developing countries. It is also an era where over the next two decades the industrial countries must establish new types of relationships and approaches. If their own economies are to regain long-run dynamism, they must be able to trade with the rest of the world.

At this direct, implications for higher education are clear. Our own educational and cultural relationships with developing countries are preoccupied by cuts at a time when the need is for restructuring and innovation, not just reduction. We need to move to a pattern of relationships related to interdependence in the 1980s and moving beyond the post-colonial concerns with interdependence which set our guidelines for the 1960s and 1970s.

What are the elements for such a new approach? First, the recognition that relationships must be built on mutual interests, openly acknowledging that in the present economic predicament we have more to lose as much at stake in these relationships as the other partners involved. Trade and commercial links are one part of these relationships, but they go far beyond this. Ultimately, it is the recognition that in an interdependent world, first-hand contact and professional understanding of the attitudes and perceptions of other countries is a vital part of building one's own problems.

Second, we need to develop the types of educational provision which are likely to be in growing demand. Developing countries will increasingly turn to Britain not for general education, but for training in the areas of science, technology, management, and other fields which are vital to their economic and social development. This is a challenge to the British Council to develop new forms of higher education and study centres of excellence.

Britain will have a premium, provided, of course, that the costs of sending them remain internationally competitive with those of other industrial countries.

Education and training which directly relates to those parts of British industry and professional practice which are internationally competitive when other countries, aware of their own interdependence, wish to gain first-hand experience, this can become a place for exchange agreements built on a genuine basis of two-way exchange.

The growing use of English as an international language is likely to provide us with a ready market and opportunity. A great deal of activity has already developed in this area, but much more is possible.

Finally, support for academic refugees is likely to remain an important area where humanitarian concerns can readily overlap with long-run mutual gains.

The refugee problem is widespread, not exceptional, stimulated by excesses of both right and left in many countries. It can affect the development and cultural pattern of countries or whole regions, like the southern cone in Latin America, or Uganda and Rhodesia, for a decade at a time.

Yet if Britain can maintain the sort of programmes established over the last few years, the individuals it welcomes can prove to be useful friends in the years ahead. Yesterday's students in exile, today's refugees abroad, may well be tomorrow's heads of state and cabinet members, or if they remain in Britain, may be the Einsteins and Schumpeters.

The British Council is well set up to play a continuing part in all of these educational roles. What is now needed is to recognize the importance of maintaining and further developing this work for our own long-term survival.

Richard Jolly is director of the Institute of Development Studies at the University of Sussex.



Council now earns many more hidden millions
by William Clarke

The traditional idea of the British Council—a lectureship on literature discussing "streams of consciousness" to a small uninterested group in post-war Vienna—owes a lot to the film *The Third Man*. It was always unfair. But it contrasts strongly with present reality when the British Council has become a remarkable earner of invisible income (that is foreign income derived from offering a service to foreigners), in a variety of surprising ways.

While the British export trade is constantly encouraged to learn (and use) foreign languages in overseas markets, the British Council is quietly smoothing the path of exporters in the opposite direction by teaching English to the foreigner and earning a nice penny (or rather franc, dollar or yen) for its exertions. This is done at home and abroad. Up to about two or three years ago the council probably earned no more than £2m a year in foreign income.

But since then two new areas have been developed significantly. In the first place the council has

begun to teach English on a contractual basis with both overseas governments and foreign businesses. Hong Kong has been a particularly receptive area. These exercises alone are bringing in £9m a year. There are also the natural spin-offs in the book trade. Since the total foreign earnings of the book trade is probably running at £35m annually it is likely that at least £100m of this, if not more, can be attributed to the council's educational efforts.

Secondly, the British Council has been expanding its offerings of educational packages overseas, especially in the richer of the developing countries. Earnings from these educational activities are believed to be over £6m a year.

Beyond these precise activities the British Council, by its own exertions, encourages and helps other invisible earners overseas. It is naturally difficult to quantify what these spin-offs might be. But a short time ago the British Council, in an attempt to assess earnings from Japan alone, estimated that perhaps £25m had been earned from its efforts.

My own committee, the Committee on Invisible Exports, has been particularly keen to benefit further from the British Council's activities in foreign markets. At a discussion 18 months ago, it became clear that the British Tourist Authority and several City financial institutions might benefit from joint talks with the British Council in the field of private technical education.

The British Tourist Authority in particular was under pressure to provide services of this kind, covering expertise in transport, catering and tourism generally. Beyond this were the needs of developing countries in computer technology, accountancy and financial expertise.

The British Council, it was felt, could, through its network of overseas posts, direct foreign clients to this variety of expertise in Britain, in exactly the same way as it was doing in the normal educational field.

William M. Clarke is the director, general of the Committee on Invisible Exports.

Cuts will force a definition of objectives
by Tessa Blackstone

The old image many had of the British Council was of an organization based abroad, full of scholars but slightly effete gentlemen peddling British culture to foreigners.

Some will retain this impression, but it is a false one. The days of Olivia Manning's *Belton Trilogies* are gone. The majority of the Council's British staff are in fact based in London, although its more senior employees divide their time between overseas postings and work in the UK. Most of them are employed on the administration of educational aid, which accounts for the largest part of the council's expenditure. Spending on the arts forms a fairly small part of the total. The rest is an educational interchange with developed as well as developing countries, libraries abroad, the sale of books and English language teaching.

Some are claiming that the substantial cuts the council is suffering from are one method the Foreign and Commonwealth Office is employing to avoid cutting its own activities so much. Whether this is true or not, both organizations can sustain fairly large cuts and emerge more streamlined and effective.

The cuts exercise will, of course, be painful for the council. Some people, particularly local language staff abroad, will lose their jobs. Some activities which give pleasure will have to be curtailed, for example some libraries will have to close. But if the cuts exercise is properly conducted it will confer a number of benefits.

First it will force a clearer definition of objectives. The council's multiple objectives have up till now not been as clearly defined in terms of high and low priority as they could be. The argument employed has been that their activities are part of a seamless robe that cannot be taken apart. But, seamless robes

are extravagant and old-fashioned garments on which we cannot rely. Second, it will force a more rigorous and indeed sceptical examination of how far some of the methods employed really achieve these objectives. There has perhaps been a little too much casting of bread on the waters without enough checking up on who, if anyone, picked it up. The problem here is that it is hard to quantify the benefits that may or may not come from many of the council's activities.

Third, it will force a more commercial attitude on the council, which is particularly needed in English language teaching.

Lastly it may focus attention on some of the more wasteful administrative procedures which have been apparent in the past.

Space does not permit me to elaborate much on these principles. I would like simply to list a few points that seem worthy of Mr John Burch, the new director-general's consideration.

Streamline the council's committee structure. It is over-elaborate, with too many committees which have too many members with too much vested interest.

Get into the business of English language teaching on a profit-making basis in developed countries. There is a large and as yet unexploited market here. Stop the mollycoddling overseas visitors in the United Kingdom on British Council invitations. Most of them can look after themselves, and if it is made clear from the outset that that is expected, most of them will not mind.

Put pressure on the ODA to simplify expenditure for overseas students. Some rough justice may be necessary to cut the administrative costs regularly reimbursing students for small amounts for items such as fares.

Fight to maintain the educational aid programme, especially at the primary, secondary and technical levels. This is where the council's most worthwhile and important work lies.

Tessa Blackstone is professor of educational administration at the Institute of Education and was a member of the Think Tank team which reviewed overseas representation.

EDUCATIONAL POSTS OVERSEAS

SENIOR LECTURER IN ENGLISH LITERATURE (POLAND)

Institute of English Studies, University of Lodz. To teach English Literature with historical background and English composition. Qualifications: Ph.D. in English Literature or equivalent and at least 3 years' university teaching experience. Date of Appointment: September 1980. Salary: £8,150-£11,224 p.a. Benefits: free accommodation; employer's contribution to superannuation scheme; overseas allowance; one year Formula contract, renewable. 80 B 42

DIRECTOR OF STUDIES (DUBAI, UNITED ARAB EMIRATES)

British Council Centre, Dubai. Required for September 1980. To administer the teaching operation, to help the British Council Regional Director in pursuit of EFL/ESP contracts, training local staff and supervising the Resource Centre and Language Laboratory. Qualifications: U.K. citizens aged between 25-35 with a degree, TEFL qualification and minimum 2 years' EFL experience essential. Postgraduate TEFL diploma and experience of ESP course design and implementation desirable. Salary: £7,701-£9,480 p.a. Tax free. Benefits: Overseas allowance; free furnished accommodation; employer's contribution to superannuation scheme; 2 year contract, renewable. 80 D 42

ASSISTANT DIRECTOR OF STUDIES (SYRIA)

British Council Centre, Damascus. Required for October 1980. To assist the British Council English Language Officer.

THE BRITISH COUNCIL

In setting up a new English teaching programme, 16-hour teaching plus supervision and training of locally engaged teachers and preparation of supplementary materials.

Qualifications: U.K. citizens only. Degree and TEFL qualification, plus 3 years' relevant experience are essential. A qualification in linguistics and 5 years' previous experience in course organization preferred. Age 25-40. Married applicants where spouse qualified for local teaching contract or single candidates preferred. Salary: £5,415-£8,205 p.a. tax free. Benefits: Free furnished accommodation; overseas allowance; outfit and baggage allowances; 2 year contract; employer's share of superannuation contribution. 80 D 41

2 LECTURER SUPERVISORS (PORTUGAL)

The British Institute, Lisbon. Two Lecturer Supervisors, tenable 1 September 1980. Duties: To co-ordinate teaching at a particular level, to advise Assistant Director of Studies on syllabus, liaison between management and teachers, to assist in training of Portuguese Teachers of English and in-service training of Institute teachers, some teaching duties. Qualifications: Degree and PGCE, 5 years' teaching experience; 2 years' teacher training experience. Salary: £5,415-£8,205 p.a. Benefits: Baggage allowance; accommodation allowance; 2 year contract; 45 days annual leave. 80 D 32-38

TEACHER OF ENGLISH (PORTUGAL)

Casa de Inglaterra, Coimbra. Duties: To teach English Language at all levels for 24 hours per week. Some administrative duties. Qualifications: Single candidates only, a degree and four years' EFL experience. PGCE preferred. Age 25-30. Salary: £4,377-£7,047 p.a. Benefits: Medical; baggage allowance; 45 days annual leave; 2 year contract. 80 D 34

TEACHERS OF ENGLISH (PORTUGAL)

Associação Luso-Britânica da Porto (British Institute Oporto). Required from September 1980. 2 teachers to teach English as a Foreign Language for 24 hours per week at all levels from beginner to advanced. Candidates, single persons or married couples both qualified to teach, should have a degree and two years' experience. A postgraduate qualification in TEFL is desirable. Salary: £3,552-£6,064 payable in Escudos. Benefits: Baggage allowance; medical; two year contract. 80 D 29-30

THREE TEACHERS OF ENGLISH (BRAZIL)

Sociedade Brasileira de Cultura Inglesa, São Paulo. Duties: To teach English as a Foreign Language for 24 hours per week at advanced level. Some administrative duties. Qualifications: Degree (preferably English, Languages or Linguistics) and postgraduate qualification in TEFL, three years' TEFL experience, preferably overseas. Salary: Cr\$480,000-Cr\$600,000 p.a. (approximately £4,705-£5,882 p.a.). Benefits: Return fares; baggage allowance; medical and dental expenses; employer's share of superannuation; 30 days' annual leave; 2 year contract. 80 D 38-40

Return fares are paid. Local contracts are guaranteed by the British Council. Please write briefly stating qualifications and length of appropriate experience, quoting relevant references and date of last post for further details and application form to The British Council (Appointments), 60, Dey Street, London W1V 2AA.

PLT

Practical Language Teaching

A series for English Language Teachers
EDITORS: Marion Geddes and Gill Sturridge

The books in this series will give practical help with teaching techniques and problems. They present a stimulating set of ideas at all levels for experienced teachers and provide comprehensive guidance for the trainee.

Planning and Using the Blackboard
Patricia Muggleston
0 04 371082 X
£2.50

Teaching Written English
Ronald V. White
0 04 371068 9
£2.50

Using the Magnetboard
Dorothy Byrne
0 04 371087 0
£2.50

The Magazine Picture Library
Jenai McAlpin
0 04 371061 1
£2.50

For inspection copies of these titles write to:

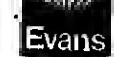
George Allen & Unwin, English Language Teaching, Academic Marketing,
P.O. Box 18, Park Lane, Hove, East Sussex BN1 1HP. 01323 4712.

Picture Cue Cards for Oral Language Practice

J.Y.K. Kerr

A unique approach to the use of visual aids for oral language practice at all levels. The six packs of fifty durable picture cards, many in full colour, cover basic vocabulary items in the fields of Household Objects, Everyday Activities, Food and Drink, Clothing, Local Places and Occupations. The Teacher's Handbook shows how these cards can be used with students of all ages and levels working in pairs or small groups. The cards act as cues for anything from highly controlled practice to free communication activities, developing the student's knowledge of English structures and functions. Find out more from your local booksellers.

Evans Brothers Limited, Montague House,
Russell Square, London WC1B 5BX



English language teaching is an important export.

The Centre for British Teachers provides English Language teaching programmes for foreign countries. We work closely with the British Council and overseas governments to order, introduce and run well organised and worthwhile teaching schemes.

Close ties that we have with government departments around the world are indicative of the importance of the English Language in international communications. One could say that the English Language is one of our country's most important exports. There is certainly world-wide demand for the services of the Centre.

Two excellent examples of our work have been the Centre's scheme in Germany, involving five West German State Governments, and the scheme in the Netherlands, involving the Dutch Government. In West Germany, over 2,000 teachers have been trained in the Centre over the past ten years teaching in Secondary Schools and Continuation Colleges. For the Netherlands, the Centre will have more than 170 British teachers in 1980/81.

In Malaysia, the Centre has 45 teachers currently serving in Malaysian Lower Secondary Schools. A further 80 teachers will join the scheme before Christmas 1981. This means a total of 200 British teachers serving in the Malaysian Government. The British Council fully supports the scheme and has accorded one of its senior officers for English Language Teaching (ELT) post, funded by the UK Government. This Centre scheme was successfully launched six months ago.

If you would like to know more about the activities of the Centre please write or phone:

The Centre for British Teachers (TM),
Quality House, Quality Court,
Chancery Lane, London WC2A 1PL
01-242 2562



Network of regional offices to be hit by closures?

Local centres in Britain look after visitors and liaise with universities and colleges. How necessary are they? Sandra Hempel visits Southampton, whose future now is uncertain

As the British Council decides how to make the spending cuts demanded by the Government, the future of its Southampton office hangs in the balance.

Southampton was a key town in the days when most students and visitors arriving under the auspices of the council came by sea. Now, however, this office is particularly vulnerable, according to its director, Mr Peter Mackenzie Smith, and the excellent road and rail links with London will lead to a decision to administer the south of England direct from the capital.

The Southampton regional office, together with its sub-offices in Brighton and Canterbury, covers Hampshire, Sussex, parts of Surrey and Kent, the Isle of Wight and the Channel Islands.

The offices employ 15 people between them, including secretarial staff, and last year spent a total of £105,000 on running costs, including salaries. During the year 1978-79 the region had 430 students staying for more than three months and 515 short-term visitors.

The Southampton office, which operates out of very modest premises, has in its catchment area the universities of Southampton, Sussex, Kent and Surrey and polytechnics at Portsmouth and Brighton.

A regional office has two main functions. One is the responsibility for the welfare of those in British Council care, whether they are trainees on a two-year college course, or a delegation of overseas ministers of state on a week's study tour. This responsibility includes

finding accommodation and providing the back-up administration and organisation. In the case of students it includes helping people to adjust to their new surroundings and providing any other advice or moral support that might be needed.

The office's other priority is keeping close ties with local education institutions and education authorities, and acting as a link between them and London, advising the latter about any changes or new developments. The council's unique list of all higher education courses in Britain must be kept up to date.

"The council is sometimes described as a middleman between British culture and achievements and those who can benefit from them," Mr Mackenzie Smith said. "In the same way, a regional office is the middleman between the region and the London headquarters."

An important part of his work is organising short visits and study tours. These can be on any topic from school locations to town drains and the participants come from all over the world.

"This is a balancing act because we have to ensure the continuing goodwill of the institutions and individuals with whom we deal. It can only be done by seeing that they get some benefits to return for the help they give."

The problem is that the council is geared to meeting initiatives and acting on ideas that come from overseas. It is much more difficult to get a British-born scheme off the ground.

"Southampton University," for example, has one of the best electronics departments in the country. It is of great interest to the people in the countries with similar track records. A visit from Japanese electronics experts is more mutually helpful than one from say, Sweden, where the benefits are rather one-way.

A regional office has to try to match what we, the British Council, want with what we can give back to the people providing it.

Local education authorities are particularly interested in talking to their European counterparts and it is this type of need for which the council should try to cater, Mr Mackenzie Smith believes. He sees an important part of his job as identifying the demand for this sort of cooperation and encouraging it.

"For the students, the office's work consists mainly of administration and providing what Mr Mackenzie Smith sees as a safety net."

Staff are involved very little in academic matters. The selection is done overseas and the regional office is very much at the end of the line. If the selection and preparation work has been done properly, and it tends to be a little bit now, the region is receiving people who are highly likely to succeed. They are qualified for their particular course of study and highly motivated.

The regional office receives details and official documents for

the student together with a recommendation about where he or she should go. The office then places them at the chosen institution. Once accommodation has been found and the student settled into it, the amount of contact he has with the office is up to him.

"There is a continual debate about how much you should look after the student. It is sometimes suggested we should send them a ticket and a cheque and let them get on with it. In my view this is very dangerous. Universities and polytechnics often have their own welfare departments which means we are not needed, but many colleges of further education and technical colleges are not so well served. We do not cosset the student but we do try to provide a safety net should he need it. After all, the Government is investing money in him and it seems sensible to do what we can to see that the investment is protected."

Miss Jo Easton, one of three officers based at Southampton and responsible for day-to-day administration and liaison with students and visitors, believes that personal contact is vital. She regrets the loss of the region's social centre, closed because of lack of money, which provided a haven for many otherwise "lonely and disoriented people."

At any one time, she has around a hundred people on her files. "With many it is just a question of finding them good accommodation and meals and letting them settle in, but others do have problems in adjusting. We used to have to teach many rather basic stuff, such as not to appear in front of their landlords unclothed. Now they seem more sophisticated but it is often only a veneer. Sometimes we get people who keep calling into the office on some pretext or another when what they really want is some reassurance and contact."

There are sometimes surprises. The 20 Rhodesian students straight from the bush of a war-torn country used to have a level of adjustment no problem. But, since official contact with Rhodesia was broken, the council had to deal with each student individually, from London.

A group of Chinese students at Chichester College of Technology proved to be a resounding success. "The college was delighted with them and the students' only complaint was that the holidays were too long."

Mr Mackenzie Smith believes that the crucial question, and the one which will determine the fate of Southampton, is whether the council needs the close relationship that the office has built up with local institutions in order to do its work.

"In my opinion, yes we do. Obviously it is a luxury to some extent and as our level of activity is reduced so the provision for it will decrease. It does not need a large office but some sort of local representation is vital."



Overseas students study alongside in British regional offices.

Three ways to spread the printed word

Libraries, exhibitions and low-priced books are means by which the English language is encouraged world-wide. British publishers are among the beneficiaries. Sandra Hempel reports

The British Council's library and book work falls fairly neatly into three categories.

First, and best known, there is its network of English libraries overseas which, the council claims, forms one of the finest lending, reference and information services in the world. There is a library in nearly every country where there is a council office and in some countries, such as India, where there is no public library service, the demand is huge and the facilities extensive.

The libraries aim to specialise in books which meet the particular needs of each country and to keep students and others in touch with the latest British developments and achievements. They also provide the basis of the council's information service and help its work in education, English language teaching and science. The libraries vary from small reference collections to some with over 100,000 books.

Another important part of the council's work is its book promotion and exhibitions. Between 100 and 250 exhibitions a year are now held, varying in size and style from the Frankfurt Book Fair, the world's largest book exhibition, with displays of 6,000 books, to travelling collections of English teaching books touring the remote villages of underdeveloped countries in the back of a Land Rover.

The third, and perhaps most threatened of the council's book work, is the low-priced books scheme. This is run on behalf of the Overseas Development Administration and through it the council sells tertiary level English textbooks to institutions and individuals in the Third World at between one half and one third of their normal price.

There are around 500 titles in the scheme and new ones are continually brought in. Many are used by universities as standard text books. This means the council has to ensure that none of these vital books are withdrawn, while still introducing the best of new publications.

"We work closely with the book trade," Mr Richard Goffin, deputy controller of the books division said. "We work often through formal committees, with organizations such as the Publishers' Association and the National Book League, and through individual publishers, bookshops and sometimes with individual authors."

The book trade in Britain is very much dominated with 43 per cent of its output going overseas. "We have suggestions for exhibitions and promotions usually come from the British Council office in the host country, whose staff are best placed to gauge local needs and interests. Other suggestions come from the publishers themselves and from independent experts who are frequently invited to choose books. The subjects range widely but most are in the medical, scientific and technical fields, or in English language and English teaching."

Among the suggestions for 1980/81, which must now be under consideration, are: computer programming, for Australia; telecommunications, for Finland; and training in technology, for Poland.

Request has come from Sierra Leone for an exhibition of books on agriculture, training and educational methods, and from a council office notes that the subject is of major importance. "Despite the

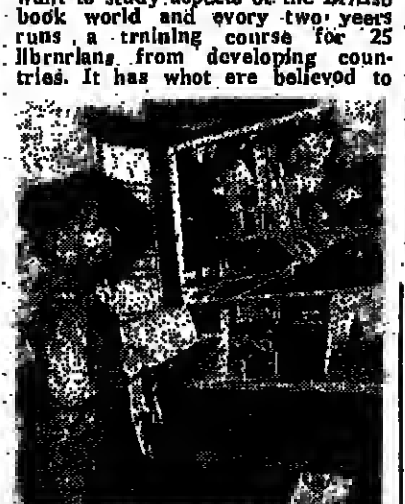


Exhibition of art books in Leningrad.

previous exhibitions are being stocked by book sellers", runs the note.

As part of its promotion work the council produces a monthly journal, *British Book News*, which contains notices, reviews, and a review of forthcoming publications. It also runs a small department responsible for getting British books reviewed in overseas journals. It has a 60 per cent success rate.

The council provides other services to overseas students, book buyers and librarians. It organizes programmes for foreigners who want to study aspects of the British book world and every two years runs a training course for 25 librarians from developing countries. It has what are believed to



English language teaching exhibition in Lahore.

be unique archives on the nature and trends of the book market in every country in the world. These are of particular value to book firms wanting to break into new markets.

"A lot of our work consists of helping those who would not otherwise be helped," said Mr Goffin. "If you are a librarian in the Gulf States and you have a query on British books where can you go for help except to the British Council? Individual publishers, if they have time at all to deal with queries of this kind, can only be expected to give information on their own books."

But with the current expenditure cuts it is not clear how much is to be done in the future. The man in the Gulf States will have his questions unanswered.

The cuts threaten all aspects of the library and book work. If overseas offices close then libraries will close and the lack of presence in a particular country will have the spin-off effect of making it very difficult and more expensive to hold a book exhibition in a country where there is no organizational base.

A promoter of British books, the British Council's critics say, it uses taxpayers' money to do what the book trade should be doing for itself. The argument, however,

is known to believe in encouraging industry to help itself and argues that the book industry will lose if the council cuts back its activities, have so far fallen on deaf ears.

The British book industry is facing hard times. The high cost of printing and postage in Britain, the strength of the pound abroad and the growing tendency towards "piracy" — illegal reproduction without paying for copyright — are only some of the factors which threaten British books.

Many British publishers are now publishing in cheaper countries such as the United States and Hong Kong while foreign firms, including many Dutch and Scandinavian companies, are producing more and more books in English.

In an increasingly competitive world, other governments, including the French and Germans, are increasing their assistance to their publishers.

"If the British book industry is to survive then the Government should

be providing more support. Instead of withdrawing what little help is available," Mr Goffin said.

Instead, however, its exhibitions, currently costing around £150,000 a year, are likely to be cut by around 20 per cent this year with more cuts in 1981-82. The cuts will affect both the numbers of exhibitions held and the size of whatever participation does continue.

It will hit hard the effort to export more books, Mr Goffin believes. "A publisher's decision to send a representative to say Korea, depends on whether a reasonable demand exists for British books. In many parts of the world bookshelves are scarce and their stocks limited. They will only order a book if there is a demand for it and it is only by promoting and exhibiting within a country that you create a demand. Without it publishers cannot justify sending a salesman. It is a vicious circle."

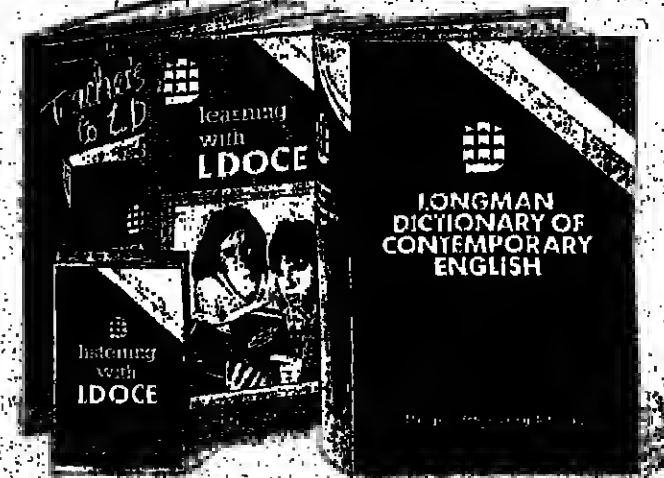
In the same way the low-price scheme could collapse altogether, he believes. "It will gradually die

"We come out against the Think Tank's proposals to run down the British Council and were successful but I think it is a different situation this time."

There are rumours, Mr Rowland said, that the low-priced books scheme will have its subsidy cut from £2m a year to £800,000. If this is true, it will make a nonsense of the scheme, he said.

"We are very worried indeed about the cuts. We strongly value the British Council's work in the book scene. Their offices overseas are our ears and eyes, feeding information back to us. If the cuts go ahead it will be absolutely disastrous."

Get the most from LDOCE



Now with a workbook to give you language practice, a cassette for pronunciation practice, and a free Teacher's Guide.

Longman

For further information and details of price and availability, contact your local Longman representative or write to Longman English Teaching Division, Longman Group Limited, Rivington Mill, Haverhill, Cambs CB23 9EF, England.

Tens of thousands of students and visitors pass through British Council hands every year. Sandra Hempel reports.

Two-way traffic

The British Council is by far the largest agency for bringing overseas students and academics to Britain. It is also, according to the controller of the council's home division, Mr James Ure, the most successful organisation of its kind anywhere in the world.

Students come from underdeveloped countries and, increasingly, from highly industrialised, wealthy countries such as West Germany. They come via the council's greatest strength: its network of 120 overseas offices. Last year 14,000 students and visitors were brought to Britain and it was arranged for 3,000 British experts and academics to go abroad. The council also helped 10,000 foreigners and 14,000 Britons to participate in youth exchange schemes.

The largest group of students—around 15,000—come to Britain through the technical cooperation scheme, part of Britain's official aid programme to developing countries. The council acts here as an agent for the Overseas Development Administration. The courses chosen have to meet the specific needs of the "benefiting" country. The "approved" areas of study vary slightly depending on the needs and circumstances of individual countries but many are common to all: languages, public administration, agriculture, and health.

Each overseas government is told the type of British training programme and the budget for the year and asked to nominate individuals most likely to benefit. The nominees are then selected by the council, given a brief, and use of English that might be needed, and given a basic briefing and orientation programme before arriving in Britain.

Students coming in under the aid programme have their fares, accommodation and fees paid by the ODA. The irony is that the increased fees for overseas students planned by the British government will also have to be paid by the ODA. This could result in a cut of around 10 per cent in student numbers for the scheme this year and another 10 per cent next year, according to Mr Ure.

The other smaller but rapidly growing groups of students coming into Britain via the council include those on other aid programmes. There are 16 United Nations-funded schemes, provided through agencies such as the World Health Organisation. There are also those sent by the EEC through the European Development Fund, which is aimed at Third World countries. At the moment Britain gets more than half of all the trainees financed by the EDF. There are currently 330 of them in Britain and the number is growing. The council now has its own EEC representative in Brussels, who works quite separately from the Belgium regional office.

The council acts as an agent for the EEC and the UN and is paid by them, in the same way that it acts for the ODA. Britain gets the greatest share of EEC and UN-funded students because of the British Council's ability to look after them, according to Mr Ure. "No other country has anything to compare with the council. It occupies a vital position halfway between a government department and a private organisation."

Another rapidly-growing category is the country-financed student group. For a full economic list, the council will act for any country which needs its services and can afford to pay. The Middle East countries, with their vast oil wealth and huge demand for skilled manpower, are major customers.

Around 1,500 people a year come under this scheme. An important bonus for the institutions receiving these students is that the council underwrites the training cost. The colleges are thus relieved of the cost of the students' education, which will be paid by the council. "The council is generally regarded as a good bet," Mr Ure said.

Students can normally study whatever their countries wish, but they inevitably come to do soundly practical courses in subjects such as engineering.

There are other courses for which the initiative has come from the council itself. These are the specialist short courses where the sender

country pays the full cost. The aim is to give overseas professionals and experts the chance to learn at first hand techniques and developments in which Britain is a pioneer.

Many of these are in the medical field but a particularly successful course, now in its twenty seventh year, brings honours from countries such as Switzerland, Japan and the United States to study the workings of the City of London.

People sent abroad by the council tend to be academics and researchers rather than students. Academics go on sponsored lecture tours or advisory visits, sometimes in direct response to a request and sometimes on an exchange basis as part of a cultural agreement. Such exchanges are frequently with Eastern European countries.

The second category of Britain going out are teachers at any level from school to university. They are employed on council contracts to go on specific jobs, usually for two years. Many of them are specialist English teachers. The council's involvement varies from acting as a recruiting agent to the supplying of a university professor free to a country under the British aid programme.

Although large numbers of young people take part in youth exchanges every year, the council plays a minor role which is usually confined to providing a small amount of money.

The youth exchanges are usually with Western European countries, particularly France and Germany. Some come about through the twinning scheme which was initiated by the council.

"In these cases the council acts as an initiator. We get schools on the ground and, as the thing gains momentum, gradually withdraw leaving those involved to carry on the scheme with perhaps a small financial contribution from us," Mr Ure said.

It is this innovative role which is particularly threatened by the spending cuts, he believes. There will be no funds available for the scheme, while all the well-established activities in bringing students and visitors in and out of Britain will be affected. Whether the decision will be to close down certain overseas offices and pull out of countries, or whether it will be to maintain a greatly reduced presence in most countries, council officers are convinced that such will be the level of the cuts that they will be irreparable damage to the council's structure and its machinery for training cooperation and exchange.

Call for UK cultural diplomacy policy

continued from page 51

scratch... they would not invest in the British Council," the Think Tank team wrote.

But as Dr David Owen pointed out when he was Foreign Secretary, if the council ceased to exist something similar would have to be invented. It survived the Think Tank's recommendation and in the rationalisation of the muddled area of international educational co-operation now going on, it is other organisations which are going to the wall.

Talks are now taking place to decide how the Minor-University Council will be incorporated into the council, while TETOC, an independent ODA-funded company working in the technical training field, is to be taken over by the council from next year.

Already an octopus of an organisation, it is likely to graft on these two new arms without too much trouble.

In fact it is this multiplicity and flexibility—the very qualities which make it so hard for outsiders to get a clear picture of the council, and which cause much bureaucratic time-wasting—that make it almost certain to survive, whatever the odds.

Over the years it has learnt to accommodate itself to circumstances. The circumstances at present are bleak, and one arm of its operations which therefore seems set to grow, that in these post-oil crisis years is the provision of paid educational services.

Since its early days the council has made money from holding English classes. There are large direct teaching programmes in a number of countries, and the largest one (since the Iran operation closed down) in Hong Kong, has 8,000 students and brings in nearly 500,000 a year.

Other educational services are paid for either by the country concerned, or in the case of relatively wealthy countries like Saudi Arabia, or increasingly, by the international lending agencies such as the World Bank, and the Asian Development Bank.

Until recently aid programmes funded by such agencies tended to concentrate on the provision of buildings and equipment. Now they have begun to include "liveware" in the programmes, and literary contracts to provide training and personnel have been up for auction.

At the time of writing the council had, since 1975, signed contracts to the value of almost £10m, although this figure could have jumped enormously with several bids for major contracts now in the pipeline.

The work now done under such contracts is essentially the same as traditional council work—sending people for training in the United Kingdom, recruiting specialist staff, providing English language training and helping to set up educational institutions—and is a very useful way of continuing to promote British international cultural interests with someone else's money.

But competition for these contracts can be stiff and the council is having to take cautious steps to sell itself harder. One hundred thousand pounds has been spent on promotional material, and the consultancy services of Lancaster University's marketing department have been called in. A development unit has been investigating the market potential of certain promising countries and its report, recommending "investment to accumulate", is under consideration.

Dr John Blackwell, director of the educational contracts department, feels expansion in this direction could give the council "an added something, a kind of glimmer up", but officers working in this area are obviously frustrated by the difficulties of trying to work in a business-like manner in what is not, and never has been, a business organization.

Equally, the market place is not an entirely comfortable place for officers who see themselves primarily as cultural diplomats. Words like "profit" and "client" do not sit easily from their tongues, and there is considerable soul-searching in some quarters as to how the British Council could continue to its official role if it began to earn all its own revenue.

The argument, however, is academic. Sir John Llewellyn, the council's recently retired director

general, feels sure the volume of educational services will continue to grow, but fairly slowly. The new director-general, Mr John Hargreaves, who comes to the job from the Department of Trade, seems likely to encourage this trend, but even so the job of different rules the council is asked to fulfil make it highly unlikely that it could ever metamorphose itself into a streamlined educational contracts business, even if that was considered desirable.

Meanwhile, on a day-to-day basis, the hunt for savings goes on. The first round of cuts was seen as hard, but fair. The second round was a body blow. "Over 20 per cent is simply unreasonable," Sir Charles Troughton said. There is resentment that the Foreign and Commonwealth Office has not been similarly hard hit, a feeling that reflects traditional tensions between the two bodies.

Still further curtailment of council work is in the pipeline. The aid programme is to be cut back by 14 over the next three years, and with it, no doubt, that part of the budget allocated to educational aid and administered by the council.

No doubt the British Council will soldier on in its traditionally accommodating way and, as ever, no one will be able to say what exactly has been lost by the cutbacks in its work.

And the time and effort wasted in implementing savings policies will continue until Sir John Llewellyn has said, "There is a government policy as to what it is they want the council to do; whether they accept that it is a valuable investment to put money into educational and cultural diplomacy. At the moment we simply have no policy in this field at all."



English lessons in Russia. ARA paid services the key to the future?

Question mark hangs over Spain's programmes

continued from page 53

quires a day about educational courses in Great Britain.

All the centres run low-key, low-budget programmes of lectures and films. Council staff take part in play readings, give talks on a wide variety of subjects (The Sutton Hoo Ship, say, or more technical subjects for teachers of English), and occasionally travel among friends and contacts for contributors to the latter programme.

There has also been going on for some years within the teacher training system to help upgrade the skills of teachers of English. Specialized courses are run, normally in conjunction with university teacher departments, and support is given to special "English weeks". A travelling team from the Madrid office performs English Without Tears, a series of sketches to help teachers with their teaching methods.

This programme is currently on ice, while Spain sorts out administrative matters resulting from the recent splitting of the Education Ministry into two. And the long-term future of the council's work in Spain is under question from the British side.

No new teaching and housing funds are now in council work here. In the 1950s, when the thrust

of development was towards the Third World, a cut-back in funds led to the withdrawal from Bilbao and Valencia. Libraries, too, had been closed down, and local centres were handed over to local control.

In 1972, a year before Britain entered the EEC, Mr Geoffrey Rippon, then Chancellor of the Duchy of Lancaster, announced a package of additional funds for the council's work in Europe.

Three years later it was announced that the Rippon package was not to be renewed. Recent money earned from the direct teaching of English has allowed the council to begin work again in Valencia, but other planned developments—such as a projected information system within the council's library reference section—have now had to be shelved.

Possibly the only part of council work in Spain likely to remain entirely untouched by the cuts is the British Council school, the only one run by the council anywhere, which is more or less self-financed. The school, which takes children from five to 14, and gives evening lessons to 14- to 17-year-olds, provides a British-type education for Spanish children in a mixture of Spanish and English. Although something of an anomaly in official terms, its popularity in Madrid suggests it has a future.

In overall terms, the same could be said of the British Council as a whole. Its position as the leading teacher of English in Spain gives it a solid base, both financially and in other ways, on which to build its other activities. If the

purse strings are pulled even tighter, the council in Spain could no doubt find reserves of courage and determination to hold on, but to contemplate, in having such a full-back position, the Spanish operation is both rare and lucky.

Go one better with Nelson

Nelson English Dictionary

F.R. Witty

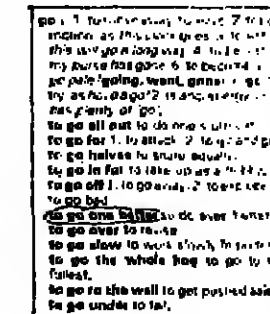
Suggested age range: 11-13

* Presents over 13,000 words and phrases simply and clearly, including many contemporary words in current usage, numerous idioms, proverbs, phrases and compound words. * Much more than a reference book of word meanings, The Nelson English Dictionary also provides an instructive guide to word usage: a comprehensive use-of-language section is featured at the front of the book.

* The phonetic pronunciation is given for more difficult words and the appropriate part of speech is given after each word.

* Available in either a hard edition or in limp covers, both offering exceptional value.

* Has its own non-consumable Workbook containing plenty of exercises and word puzzles as well as clear, explanatory pieces on language and punctuation.



New The Nelson Illustrated Spelling Dictionary

W.T. Cunningham and Denys Thompson

Suggested age range: 11-13

* A new, large format dictionary with 500 illustrations.

* Specifically designed to help children with spelling difficulties.

* Definitions of 133,000 words given simply and with clear examples.

* A special easy-to-use reference system. Initial syllables are listed according to sound, and the reader is then referred to other possible ways of spelling the same sound.

* A useful appendix of rules and exercises in grammar and spelling.

For an inspection copy of any of these important titles, please write to the address below. No postage stamp is necessary.

Thomas Nelson & Sons, FREEPOST, Nelson House, Mayfield Road, Wallingford, Oxfordshire, OX12 4HR.

British Book News

The monthly review with the widest coverage of books in all subjects

21 per issue, 212 per annum

Full details from:

Basel Blackwell Publisher, 108 Cowley Road, Oxford OX4 1JF

Abon Language School

A small well-established school offering full time English courses all year round. Prospectus from David A. Davies (Principal) 25, St. John's Road, Bristol 8, Tel: Bristol 30354. Telex 449752. CHACOM G.

Mary Glasgow Publications

thanks

The British Council

for its energetic support of English language

teaching throughout the world.

We would also like to announce the publication

in October 1980 of

PRACTICAL

TEACHING

an exciting new quarterly magazine for EFL teachers everywhere

MGP Mary Glasgow Publications, Brookhampton Lane, Kington, Warwick CV36 3JB



Many people come to the United Kingdom on short courses, which are also organized for people already in the country. Here diplomats are given a brief introduction to British education.

THREE NEW VIDEO COURSES IN COLOUR FROM THE BBC

Follow Me

A video series in sixty quarter-hour lessons for beginners, covering the Council of Europe's "Threshold Level" syllabus, with support materials for institutional use and for self-study.

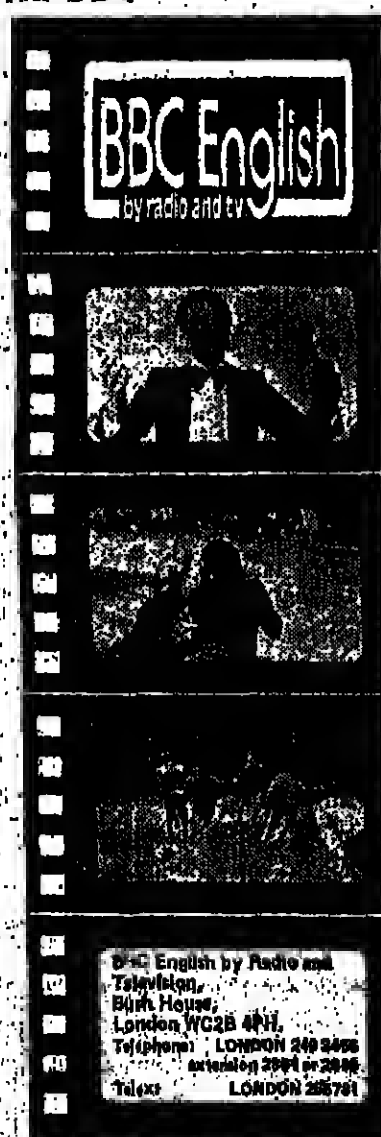
The Sandra Project

An intermediate level drama series in twelve episodes, on travel and the tourist business, filmed in London and resorts in the Far East. With audio cassettes and students' and teachers' handbooks.

Challenges

Six twenty-minute documentaries for advanced learners. Films and video cassettes from the BBC. Complementary teaching package from Longman English Teaching Services.

Other BBC English film and video productions include: ON WE GO, a 30 episode beginners series; PEOPLE YOU MEET, a 20 episode intermediate series; THE BELLCREST STORY, a 13 episode advanced business English series; and SONGS ALIVE, English through traditional songs.



GET THE JOB DONE BETTER IN ENGLISH

Pitman provides a carefully structured range of English Language courses to serve the differing interests of general students, the more serious summer holiday travellers and people at work. Our resources in London including a comprehensively equipped School for international courses and separate premises specifically appointed for one-to-one students. During the summer we expand into Pitman Central Secretarial College for specialised courses and offer a BELCO-recognised programme in conjunction with the University of Sheffield.

The Pitman School of English is a member of the ARLE and part of the Pitman Group, with colleges in London, Oxford, Cambridge, Leeds, Dublin, Munich and Stuttgart.

John Steven, B.A., Principal
The Pitman School of English
100 Strand, London WC2R 0AL
Tel: 01-922 2200

Pitmans



Mrs Allison Thomson, lecturer in home economics, Moray College, Edinburgh, visiting a girls' secondary school in London.

Beyond politics and economics

Every year hundreds of arts tours and exhibitions are arranged overseas. It is one of the most often questioned parts of the council's work. Brian Eastman gives an insider's view of the how and why of such tours, and what they actually achieve

In Britain the reggae group Aswad is one of several groups of black musicians, based around Lambeth Grove in West London, currently struggling for a wider acceptance of their music. In Kenya they are, courtesy of the British Council, the "leading British reggae band".

The idea of taking British reggae to Kenya grew out of a realisation that if music was to succeed on the level of the council wanted—to demonstrate an inter-relationship between cultures much more fundamental than anything political or economic—then there had to be a direct link between the music sent out from Britain and the music of the country in which our artists were to perform.

Finding music for Africa that fitted that requirement had long been a problem. In 1977 I took The Spinners' folk group around West Africa—Cameroon, Nigeria, Ghana, Sierra Leone, Senegal—in the hope that folk music would provide the fundamental link we were looking for.

There was no doubt that the ideas expressed in The Spinners' songs did often tie in with the themes of West African songs, but the music—the actual sound of the songs—had very little in common with the Africans' own music. The Spinners were a great success, but due more to their skill as entertainers than to their music finding its way to the hearts of the audiences. There was also the problem that The Spinners were well known to the expatriate community which, voracious for United Kingdom entertainment, often bought up tickets before the local inhabitants knew who or what The Spinners were.

Entertaining British expatriates is absolutely no part of the British Council brief.

But with reggae we found the ideal music to take to Africa. West Indian reggae, with artists like Bob Marley and Peter Tosh, was already gaining a foothold in the African charts. In West Africa, particularly in Nigeria, indigenous reggae groups had sprung up, and in East Africa the religious aspect of the music—the Rastafarians consider Addis Ababa their spiritual home—had strong appeal. British reggae, while being West Indian based, is a style of music in its own right and its exponents, although being first generation immigrants, are usually British by nationality. The subjects for their songs reflect life in Britain today, but the sound of the music is very similar to the African sounds, both tribal and popular.

In Kenya we organized a big advance publicity campaign for Aswad so that by the time the group arrived one of their singles was already in the charts. Unlike musicians visiting on a purely commercial basis we did not restrict ourselves to playing in Nairobi but took the group up country to Nakuru and Meru and down the coast to Mombasa. This in itself won the support of the Kenyan press who were fulsome in their praise of the council's initiative.

Audience response to British reggae varied from the purely emotional expression of getting up and dancing to the rather more analytical approach of the music specialist in Nairobi, who was anxious to compare Aswad with the West Indian reggae artists they knew from records.

By the end of the tour the council staff in Kenya were calculating that Aswad had done more for Anglo/Kenyan cultural relations than any other arts event in the past five years.

Furthermore, the problem with expatriates had been overcome. Hardly any whites in Kenya had ever heard of reggae music, let alone Aswad.

Trying to implement this policy of finding music which relates to local experience has proved rather more difficult in the Middle East. In 1978 the lute player Anthony Rooley, one of our leading early music specialists and founder of the Early Music Centre in London, suggested that European early music might be what we were looking for.

There is a fundamental link between Arabic and European music. The lute is a descendant of the Arabic instrument, the oud, which found its way into Europe via Spain during the Moorish occupation. By the thirteenth century the instrument had reached Italy where it became the basis for the European musical renaissance. Very early European music, before the advent of polyphony, bears a close resemblance to Arabic music.

To try to discover whether these links had any meaning to Arabic audiences today, Anthony Rooley went on tour with the Ensemble Gammas Kirkby. They visited Turkey, Iraq, Syria, United Arab Emirates, Oman, Yemen, Egypt and Jordan; and while they discovered that the relationship between Arabic and European music was indeed a very real one it emerged that interest in this link was very much one-sided.

Arabic musicians were happy to acknowledge the common factors between the music, but it was not their music that they were interested in. They were interested in the music as a part of everyday life and they are not used to sitting quietly at concerts, treating music as a special event.

There was a discrepancy here between what the council achieved in the past and what they had to do with the audiences. The links between Arabic and European music are good to write about—they demonstrate a willingness on our part to

try and find a common culture, and as such the council strengthened its position in the Middle East. But the personal experience of those who attended the concerts could not in the main be considered a lasting one.

Even by the sixteenth century, from which period most of the tour repertoire was drawn, European music had so diverged from its Arabic parent that today's listener finds it hard to believe they are of the same family.

Probably the greatest success of that tour was the contact Anthony Rooley made with fellow players. This may seem a small thing—but to one concert—but for them already has grown a British involvement in music conferences organized in the Arabic world, and there is a growing recognition of a common cultural heritage.

But the reggae group Aswad is one of several groups of black musicians, based around Lambeth Grove in West London, currently struggling for a wider acceptance of their music. In Kenya they are, courtesy of the British Council, the "leading British reggae band".

The idea of taking British reggae to Kenya grew out of a realisation that if music was to succeed on the level of the council wanted—to demonstrate an inter-relationship between cultures much more fundamental than anything political or economic—then there had to be a direct link between the music sent out from Britain and the music of the country in which our artists were to perform.

Finding music for Africa that fitted that requirement had long been a problem. In 1977 I took The Spinners' folk group around West Africa—Cameroon, Nigeria, Ghana, Sierra Leone, Senegal—in the hope that folk music would provide the fundamental link we were looking for.

There was no doubt that the ideas expressed in The Spinners' songs did often tie in with the themes of West African songs, but the music—the actual sound of the songs—had very little in common with the Africans' own music. The Spinners were a great success, but due more to their skill as entertainers than to their music finding its way to the hearts of the audiences. There was also the problem that The Spinners were well known to the expatriate community which, voracious for United Kingdom entertainment, often bought up tickets before the local inhabitants knew who or what The Spinners were.

Entertaining British expatriates is absolutely no part of the British Council brief.

But with reggae we found the ideal music to take to Africa. West Indian reggae, with artists like Bob Marley and Peter Tosh, was already gaining a foothold in the African charts. In West Africa, particularly in Nigeria, indigenous reggae groups had sprung up, and in East Africa the religious aspect of the music—the Rastafarians consider Addis Ababa their spiritual home—had strong appeal. British reggae, while being West Indian based, is a style of music in its own right and its exponents, although being first generation immigrants, are usually British by nationality. The subjects for their songs reflect life in Britain today, but the sound of the music is very similar to the African sounds, both tribal and popular.

In Kenya we organized a big advance publicity campaign for Aswad so that by the time the group arrived one of their singles was already in the charts. Unlike musicians visiting on a purely commercial basis we did not restrict ourselves to playing in Nairobi but took the group up country to Nakuru and Meru and down the coast to Mombasa. This in itself won the support of the Kenyan press who were fulsome in their praise of the council's initiative.

Audience response to British reggae varied from the purely emotional expression of getting up and dancing to the rather more analytical approach of the music specialist in Nairobi, who was anxious to compare Aswad with the West Indian reggae artists they knew from records.

By the end of the tour the council staff in Kenya were calculating that Aswad had done more for Anglo/Kenyan cultural relations than any other arts event in the past five years.

Furthermore, the problem with expatriates had been overcome. Hardly any whites in Kenya had ever heard of reggae music, let alone Aswad.

Trying to implement this policy of finding music which relates to local experience has proved rather more difficult in the Middle East. In 1978 the lute player Anthony Rooley, one of our leading early music specialists and founder of the Early Music Centre in London, suggested that European early music might be what we were looking for.

There is a fundamental link between Arabic and European music. The lute is a descendant of the Arabic instrument, the oud, which found its way into Europe via Spain during the Moorish occupation. By the thirteenth century the instrument had reached Italy where it became the basis for the European musical renaissance. Very early European music, before the advent of polyphony, bears a close resemblance to Arabic music.

To try to discover whether these links had any meaning to Arabic audiences today, Anthony Rooley went on tour with the Ensemble Gammas Kirkby. They visited Turkey, Iraq, Syria, United Arab Emirates, Oman, Yemen, Egypt and Jordan; and while they discovered that the relationship between Arabic and European music was indeed a very real one it emerged that interest in this link was very much one-sided.

Arabic musicians were happy to acknowledge the common factors between the music, but it was not their music that they were interested in. They were interested in the music as a part of everyday life and they are not used to sitting quietly at concerts, treating music as a special event.

There was a discrepancy here between what the council achieved in the past and what they had to do with the audiences. The links between Arabic and European music are good to write about—they demonstrate a willingness on our part to

try and find a common culture, and as such the council strengthened its position in the Middle East. But the personal experience of those who attended the concerts could not in the main be considered a lasting one.

Even by the sixteenth century, from which period most of the tour repertoire was drawn, European music had so diverged from its Arabic parent that today's listener finds it hard to believe they are of the same family.

Probably the greatest success of that tour was the contact Anthony Rooley made with fellow players. This may seem a small thing—but to one concert—but for them already has grown a British involvement in music conferences organized in the Arabic world, and there is a growing recognition of a common cultural heritage.

But the reggae group Aswad is one of several groups of black musicians, based around Lambeth Grove in West London, currently struggling for a wider acceptance of their music. In Kenya they are, courtesy of the British Council, the "leading British reggae band".

The idea of taking British reggae to Kenya grew out of a realisation that if music was to succeed on the level of the council wanted—to demonstrate an inter-relationship between cultures much more fundamental than anything political or economic—then there had to be a direct link between the music sent out from Britain and the music of the country in which our artists were to perform.

Finding music for Africa that fitted that requirement had long been a problem. In 1977 I took The Spinners' folk group around West Africa—Cameroon, Nigeria, Ghana, Sierra Leone, Senegal—in the hope that folk music would provide the fundamental link we were looking for.

There was no doubt that the ideas expressed in The Spinners' songs did often tie in with the themes of West African songs, but the music—the actual sound of the songs—had very little in common with the Africans' own music. The Spinners were a great success, but due more to their skill as entertainers than to their music finding its way to the hearts of the audiences. There was also the problem that The Spinners were well known to the expatriate community which, voracious for United Kingdom entertainment, often bought up tickets before the local inhabitants knew who or what The Spinners were.

Entertaining British expatriates is absolutely no part of the British Council brief.

But with reggae we found the ideal music to take to Africa. West Indian reggae, with artists like Bob Marley and Peter Tosh, was already gaining a foothold in the African charts. In West Africa, particularly in Nigeria, indigenous reggae groups had sprung up, and in East Africa the religious aspect of the music—the Rastafarians consider Addis Ababa their spiritual home—had strong appeal. British reggae, while being West Indian based, is a style of music in its own right and its exponents, although being first generation immigrants, are usually British by nationality. The subjects for their songs reflect life in Britain today, but the sound of the music is very similar to the African sounds, both tribal and popular.

In Kenya we organized a big advance publicity campaign for Aswad so that by the time the group arrived one of their singles was already in the charts. Unlike musicians visiting on a purely commercial basis we did not restrict ourselves to playing in Nairobi but took the group up country to Nakuru and Meru and down the coast to Mombasa. This in itself won the support of the Kenyan press who were fulsome in their praise of the council's initiative.

Audience response to British reggae varied from the purely emotional expression of getting up and dancing to the rather more analytical approach of the music specialist in Nairobi, who was anxious to compare Aswad with the West Indian reggae artists they knew from records.

By the end of the tour the council staff in Kenya were calculating that Aswad had done more for Anglo/Kenyan cultural relations than any other arts event in the past five years.

Furthermore, the problem with expatriates had been overcome. Hardly any whites in Kenya had ever heard of reggae music, let alone Aswad.

Trying to implement this policy of finding music which relates to local experience has proved rather more difficult in the Middle East. In 1978 the lute player Anthony Rooley, one of our leading early music specialists and founder of the Early Music Centre in London, suggested that European early music might be what we were looking for.

There is a fundamental link between Arabic and European music. The lute is a descendant of the Arabic instrument, the oud, which found its way into Europe via Spain during the Moorish occupation. By the thirteenth century the instrument had reached Italy where it became the basis for the European musical renaissance. Very early European music, before the advent of polyphony, bears a close resemblance to Arabic music.

To try to discover whether these links had any meaning to Arabic audiences today, Anthony Rooley went on tour with the Ensemble Gammas Kirkby. They visited Turkey, Iraq, Syria, United Arab Emirates, Oman, Yemen, Egypt and Jordan; and while they discovered that the relationship between Arabic and European music was indeed a very real one it emerged that interest in this link was very much one-sided.

Arabic musicians were happy to acknowledge the common factors between the music, but it was not their music that they were interested in. They were interested in the music as a part of everyday life and they are not used to sitting quietly at concerts, treating music as a special event.

There was a discrepancy here between what the council achieved in the past and what they had to do with the audiences. The links between Arabic and European music are good to write about—they demonstrate a willingness on our part to

try and find a common culture, and as such the council strengthened its position in the Middle East. But the personal experience of those who attended the concerts could not in the main be considered a lasting one.

Even by the sixteenth century, from which period most of the tour repertoire was drawn, European music had so diverged from its Arabic parent that today's listener finds it hard to believe they are of the same family.

Probably the greatest success of that tour was the contact Anthony Rooley made with fellow players. This may seem a small thing—but to one concert—but for them already has grown a British involvement in music conferences organized in the Arabic world, and there is a growing recognition of a common cultural heritage.

But the reggae group Aswad is one of several groups of black musicians, based around Lambeth Grove in West London, currently struggling for a wider acceptance of their music. In Kenya they are, courtesy of the British Council, the "leading British reggae band".

The idea of taking British reggae to Kenya grew out of a realisation that if music was to succeed on the level of the council wanted—to demonstrate an inter-relationship between cultures much more fundamental than anything political or economic—then there had to be a direct link between the music sent out from Britain and the music of the country in which our artists were to perform.

Finding music for Africa that fitted that requirement had long been a problem. In 1977 I took The Spinners' folk group around West Africa—Cameroon, Nigeria, Ghana, Sierra Leone, Senegal—in the hope that folk music would provide the fundamental link we were looking for.

There was no doubt that the ideas expressed in The Spinners' songs did often tie in with the themes of West African songs, but the music—the actual sound of the songs—had very little in common with the Africans' own music. The Spinners were a great success, but due more to their skill as entertainers than to their music finding its way to the hearts of the audiences. There was also the problem that The Spinners were well known to the expatriate community which, voracious for United Kingdom entertainment, often bought up tickets before the local inhabitants knew who or what The Spinners were.

Entertaining British expatriates is absolutely no part of the British Council brief.

But with reggae we found the ideal music to take to Africa. West Indian reggae, with artists like Bob Marley and Peter Tosh, was already gaining a foothold in the African charts. In West Africa, particularly in Nigeria, indigenous reggae groups had sprung up, and in East Africa the religious aspect of the music—the Rastafarians consider Addis Ababa their spiritual home—had strong appeal. British reggae, while being West Indian based, is a style of music in its own right and its exponents, although being first generation immigrants, are usually British by nationality. The subjects for their songs reflect life in Britain today, but the sound of the music is very similar to the African sounds, both tribal and popular.

In Kenya we organized a big advance publicity campaign for Aswad so that by the time the group arrived one of their singles was already in the charts. Unlike musicians visiting on a purely commercial basis we did not restrict ourselves to playing in Nairobi but took the group up country to Nakuru and Meru and down the coast to Mombasa. This in itself won the support of the Kenyan press who were fulsome in their praise of the council's initiative.

Audience response to British reggae varied from the purely emotional expression of getting up and dancing to the rather more analytical approach of the music specialist in Nairobi, who was anxious to compare Aswad with the West Indian reggae artists they knew from records.

By the end of the tour the council staff in Kenya were calculating that Aswad had done more for Anglo/Kenyan cultural relations than any other arts event in the past five years.

Furthermore, the problem with expatriates had been overcome. Hardly any whites in Kenya had ever heard of reggae music, let alone Aswad.

SECONDARY

continued from page 50

BUCKINGHAMSHIRE

AVON VALLEY
MILTON KEYNES SCHOOL
MILTON KEYNES
Headmaster: Mr. J. O. Baker, D.A.
1980-81: 11 to 13
1981-82: 11 to 13
1982-83: 11 to 13
1983-84: 11 to 13
1984-85: 11 to 13
1985-86: 11 to 13
1986-87: 11 to 13
1987-88: 11 to 13
1988-89: 11 to 13
1989-90: 11 to 13
1990-91: 11 to 13
1991-92: 11 to 13
1992-93: 11 to 13
1993-94: 11 to 13
1994-95: 11 to 13
1995-96: 11 to 13
1996-97: 11 to 13
1997-98: 11 to 13
1998-99: 11 to 13
1999-00: 11 to 13
2000-01: 11 to 13
2001-02: 11 to 13
2002-03: 11 to 13
2003-04: 11 to 13
2004-05: 11 to 13
2005-06: 11 to 13
2006-07: 11 to 13
2007-08: 11 to 13
2008-09: 11 to 13
2009-10: 11 to 13
2010-11: 11 to 13
2011-12: 11 to 13
2012-13: 11 to 13
2013-14: 11 to 13
2014-15: 11 to 13
2015-16: 11 to 13
2016-17: 11 to 13
2017-18: 11 to 13
2018-19: 11 to 13
2019-20: 11 to 13
2020-21: 11 to 13
2021-22: 11 to 13
2022-23: 11 to 13
2023-24: 11 to 13
2024-25: 11 to 13
2025-26: 11 to 13
2026-27: 11 to 13
2027-28: 11 to 13
2028-29: 11 to 13
2029-30: 11 to 13
2030-31: 11 to 13
2031-32: 11 to 13
2032-33: 11 to 13
2033-34: 11 to 13
2034-35: 11 to 13
2035-36: 11 to 13
2036-37: 11 to 13
2037-38: 11 to 13
2038-39: 11 to 13
2039-40: 11 to 13
2040-41: 11 to 13
2041-42: 11 to 13
2042-43: 11 to 13
2043-44: 11 to 13
2044-45: 11 to 13
2045-46: 11 to 13
2046-47: 11 to 13
2047-48: 11 to 13
2048-49: 11 to 13
2049-50: 11 to 13
2050-51: 11 to 13
2051-52: 11 to 13
2052-53: 11 to 13
2053-54: 11 to 13
2054-55: 11 to 13
2055-56: 11 to 13
2056-57: 11 to 13
2057-58: 11 to 13
2058-59: 11 to 13
2059-60: 11 to 13
2060-61: 11 to 13
2061-62: 11 to 13
2062-63: 11 to 13
2063-64: 11 to 13
2064-65: 11 to 13
2065-66: 11 to 13
2066-67: 11 to 13
2067-68: 11 to 13
2068-69: 11 to 13
2069-70: 11 to 13
2070-71: 11 to 13
2071-72: 11 to 13
2072-73: 11 to 13
2073-74: 11 to 13
2074-75: 11 to 13
2075-76: 11 to 13
2076-77: 11 to 13
2077-78: 11 to 13
2078-79: 11 to 13
2079-80: 11 to 13
2080-81: 11 to 13
2081-82: 11 to 13
2082-83: 11 to 13
2083-84: 11 to 13
2084-85: 11 to 13
2085-86: 11 to 13
2086-87: 11 to 13
2087-88: 11 to 13
2088-89: 11 to 13
2089-90: 11 to 13
2090-91: 11 to 13
2091-92: 11 to 13
2092-93: 11 to 13
2093-94: 11 to 13
2094-95: 11 to 13
2095-96: 11 to 13
2096-97: 11 to 13
2097-98: 11 to 13
2098-99: 11 to 13
2099-00: 11 to 13
2100-01: 11 to 13
2101-02: 11 to 13
2102-03: 11 to 13
2103-04: 11 to 13
2104-05: 11 to 13
2105-06: 11 to 13
2106-07: 11 to 13
2107-08: 11 to 13
2108-09: 11 to 13
2109-10: 11 to 13
2110-11: 11 to 13
2111-12: 11 to 13
2112-13: 11 to 13
2113-14: 11 to 13
2114-15: 11 to 13
2115-16: 11 to 13
2116-17: 11 to 13
2117-18: 11 to 13
2118-19: 11 to 13
2119-20: 11 to 13
2120-21: 11 to 13
2121-22: 11 to 13
2122-23: 11 to 13
2123-24: 11 to 13
2124-25: 11 to 13
2125-26: 11 to 13
2126-27: 11 to 13
2127-28: 11 to 13
2128-29: 11 to 13
2129-30: 11 to 13
2130-31: 11 to 13
2131-32: 11 to 13
2132-33: 11 to 13
2133-34: 11 to 13
2134-35: 11 to 13
2135-36: 11 to 13
2136-37: 11 to 13
2137-38: 11 to 13
2138-39: 11 to 13
2139-40: 11 to 13
2140-41: 11 to 13
2141-42: 11 to 13
2142-43: 11 to 13
2143-44: 11 to 13
2144-45: 11 to 13
2145-46: 11 to 13
2146-47: 11 to 13
2147-48: 11 to 13
2148-49: 11 to 13
2149-50: 11 to 13
2150-51: 11 to 13
2151-52: 11 to 13
2152-53: 11 to 13
2153-54: 11 to 13
2154-55: 11 to 13
2155-56: 11 to 13
2156-57: 11 to 13
2157-58: 11 to 13
2158-59: 11 to 13
2159-60: 11 to 13
2160-61: 11 to 13
2161-62: 11 to 13
2162-63: 11 to 13
2163-64: 11 to 13
2164-65: 11 to 13
2165-66: 11 to 13
2166-67: 11 to 13
2167-68: 11 to 13
2168-69: 11 to 13
2169-70: 11 to 13
2170-71: 11 to 13
2171-72: 11 to 13
2172-73: 11 to 13
2173-74: 11 to 13
2174-75: 11 to 13
2175-76: 11 to 13
2176-77: 11 to 13
2177-78: 11 to 13
2178-79: 11 to 13
2179-80: 11 to 13
2180-81: 11 to 13
2181-82: 11 to 13
2182-83: 11 to 13
2183-84: 11 to 13
2184-85: 11 to 13
2185-86: 11 to 13
2186-87: 11 to 13
2187-88: 11 to 13
2188-89: 11 to 13
2189-90: 11 to 13
2190-91: 11 to 13
2191-92: 11 to 13
2192-93: 11 to 13
2193-94: 11 to 13
2194-95: 11 to 13
2195-96: 11 to 13
2196-97: 11 to 13
2197-98: 11 to 13
2198-99: 11 to 13
2199-00: 11 to 13
2200-01: 11 to 13
2201-02: 11 to 13
2202-03: 11 to 13
2203-04: 11 to 13
2204-05: 11 to 13
2205-06: 11 to 13
2206-07: 11 to 13
2207-08: 11 to 13
2208-09: 11 to 13
2209-10: 11 to 13
2210-11: 11 to 13
2211-12: 11 to 13
2212-13: 11 to 13
2213-14: 11 to 13
2214-15: 11 to 13
2215-16: 11 to 13
2216-17: 11 to 13
2217-18: 11 to 13
2218-19: 11 to 13
2219-20: 11 to 13
2220-21: 11 to 13
2221-22: 11 to 13
2222-23: 11 to 13
2223-24: 11 to 13
2224-25: 11 to 13
2225-26: 11 to 13
2226-27: 11 to 13
2227-28: 11 to 13
2228-29: 11 to 13
2229-30: 11 to 13
2230-31: 11 to 13
2231-32: 11 to 13
2232-33: 11 to 13
2233-34: 11 to 13
2234-35: 11 to 13
2235-36: 11 to 13
2236-37: 11 to 13
2237-38: 11 to 13
2238-39: 11 to 13
2239-40: 11 to 13
2240-41: 11 to 13
2241-42: 11 to 13
2242-43: 11 to 13
2243-44: 11 to 13
2244-45: 11 to 13
2245-46: 11 to 13
2246-47: 11 to 13
2247-48: 11 to 13
2248-49: 11 to 13
2249-50: 11 to 13
2250-51: 11 to 13
2251-52: 11 to 13
2252-53: 11 to 13
2253-54: 11 to 13
2254-55: 11 to 13
2255-56: 11 to 13
2256-57: 11 to 13
2257-58: 11 to 13
2258-59: 11 to 13
2259-60: 11 to 13
2260-61: 11 to 13
2261-62: 11 to 13
2262-63: 11 to 13
2263-64: 11 to 13
2264-65: 11 to 13
2265-66: 11 to 13
2266-67: 11 to 13
2267-68: 11 to 13
2268-69: 11 to 13
2269-70: 11 to 13
2270-71: 11 to 13
2271-72: 11 to 13
2272-73: 11 to 13
2273-74: 11 to 13
2274-75: 11 to 13
2275-76: 11 to 13
2276-77: 11 to 13
2277-78: 11 to 13
2278-79: 11 to 13
2279-80: 11 to 13
2280-81: 11 to 13
2281-82: 11 to 13
2282-83: 11 to 13
2283-84: 11 to 13
2284-85: 11 to 13
2285-86: 11 to 13
2286-87: 11 to 13
2287-88: 11 to 13
2288-89: 11 to 13
2289-90: 11 to 13
2290-91: 11 to 13
2291-92: 11 to 13
2292-93: 11 to 13
2293-94: 11 to 13
2294-95: 11 to 13
2295-96: 11 to 13
2296-97: 11 to 13
2297-98: 11 to 13
2298-99: 11 to 13
2299-00: 11 to 13
2300-01: 11 to 13
2301-02: 11 to

You could
buy one,
sell one, tell
people you'll
do their
work on one,
or find
someone
who will—
All through
the TES
Personal
Columns

THE TIMES
Educational Supplement

WIGA

Director of Education

**John Bea
ot Educatic**

[illegible]

only by letter to the
the population for
closing curriculum, value
of two subjects.

RE
SCHNRL
Georo. Forham
nited Camp. House
II)
number :
ELOIOTUS EDUCATION
riculum value. Home/

DRKSHIRE
GRAMMAR SCHOOL
RELIGIOUS EDUCATION
reopened for English
A.C.
the Hopedin street which
second abbey. There
and telephone numbers
are.

LIVERPOOL.
 D OF RELIGION
 IATION, Scale 1/3
 MILDA'S C.S.
 SCHOOL (Clerical)
 5th Drive, Liverpool
 L17 3AL
 experienced Gynaecologist
 for September or on
 possible thereafter in
 case of a major depar-

available from
and returnable to the
teacher, grading teacher
and of DTG(b), Caching
one.

posts on

through)
MBA'S R.C. BOYS'
venue, Boxleybroth, Mead
and 525511
-Roll 800
for September, 11-20.
ALIST to share is (reco-
gnize Education in the
har-

for application forms
S.A.S. (Foreign) should
be in the Headquarters,
1400, Amsterdam with in-
stances, local fees and dis-
allowance can be re-
-

in. A. Bayles, S.A.
in. November, 1940,
an GRADUATE to share
of RELIGIOUS EDI-
up, to Oxford, returned
laved in this scientific
School with 100 girls in
Form (Grade 2).
season of removal from
and allowance on the
basis of 100 and 100
1000 and 1000
of 1000 and 1000 in

ALL
IN COMMITTEE
S. Schools for residents
SCHOOL
Road
TRIA TRV

EDUCATION (Scale 2) from September 1980 to present, experienced TEACHER in the field of READING and WRITING to C.R.E. and other students and across the state throughout the school. The applicant, giving full qualifications and experience, names and addresses, should be sent to the following:

Advertisement to the Minn-
from whom further infor-
may be obtained stamped
envelope.

A
COUNCIL
DIG'S R.O. MEM
Jan. Whitehaven
added, raised 11 to 18
rated A.O.F. September
1st September, 1950, in
the same manner as school

On 14 September 1962, a
and experienced specialist
of RELIGIOUS EDUCA-
tion 2 (second in depart-
ment) follows of applica-
tion, giving names of
two within one week after
appearance of this advertise-
ment details on request.
0946-4686.

RELIGIOUS EDUCATION.
In charge of Religious Edu-
cation and curriculum with
B.E. to Headteacher.

...in writing without delay.
...together with
...and within two

10/10/2001

... ..

[illegible]

for September, 1980, for
16 re-educational school,
Grade 1; for METAL
with a strong interest in the

VOLUNTARY SECONDARY SCHOOLS

SCALE 2 POSTS AND ABOVE

Vesey's Grammar School, Lichfield
Sutton Coldfield B74 2NH
(200 plus in 6th)

CS GRADUATE required September in selective Grammar School. Scale 2 post

nces with games or societies extra recom-
pensation.

COUNTY SECONDARY SCHOOLS

SCALE 1 POSTS

otherwise stated, requests for applications for Scale 1 posts should be sent to Head of the school as soon as possible together with the names of 2 referees e.g.

Menor School, Phillips Street SS 4PZ
MATHS (b) FRENCH With BOYS AND/OR R.E.

Dixon School, City Road B17 5LF
of MATHS AND SCIENCE.

North New Road School, S16 4PQ
of R.E.

Heath Boys' School, Hollybank Road

ed September; BIOLOGIST, 'O' and 'A'
work available.

**Norton Boys' School, Northfield Road
WY (Tel: 021-485 1908)
Age: Sixth Form 20
End September:**
Part-time teacher of MATHEMATICS
to up to half a timetable and able, in addi-
tion, to teach some Physics, or Combined
Science in lower forms.
Teacher of MATHEMATICS (Scale 1/2).
This is available in first 5 years in school.
C.S.E./G.C.E. 'O' levels. For suitably quali-
fied applicants, work up to G.O.E. 'A' level
in strong department.

**St. Heath School, Sheldon Heath Road
WY:**
Teacher of ECONOMICS, with ability to teach
at least some Commerce, Geography, and
English.

**Green Girls' School, Northfield 021 485
SCIENCE/CHEMISTRY. To teach all
end abilities.**

Wood Heath School, Burney Lane B6 2AS
Established, purpose built school situated

**SHAM
CIL**

VOLUNTARY SECONDARY SCHOOLS

SCALE 2 POSTS AND ABOVE
Bishop Vesey's Grammar School, Lichfield
Road, Sutton Coldfield B74 2NH
110 Boys (200 plus in 6th)
PHYSICS GRADUATE required September in

**COUNTY SECONDARY
SCHOOLS**

Unless otherwise stated, requests for application forms for Scale 1 posts should be sent direct to Head of the school as soon as possible, together with the names of 2 referees and a fee of £10.00.

MATHS (5) FRENCH With SOYS AND/OR
S' P.E.
ge. Dixon School, City Road B17 8LF

Handsworth New Road School, S16 4PQ
Teacher of R.E.

Kings Heath Boys' School, Hollybank Road
S13 0RJ
Respected Secretary: BIOLOGIST 10/1/68

• Norton Boys' School, Northfield Road
 IDY (Tel: 021-458 1306)
 Boys: Sixth Form 90

(b) Teacher of MATHEMATICS (Scale 1/2)
Teaching is available in first 5 years in school up to CSE/GCE 'C' level. For suitable details, see page 10.

don Heath School, Sheldon Heath Road
2RZ
her of ECONOMICS with ability to teach

Turves Green Girls' School, Northfield B31 4BP
GENERAL SCIENCE/CHEMISTRY. To teach all
levels and abilities.
Washwood Heath School, Burney Lane B6 2AS

desired September. Teacher for FRENCH to well-equipped department. Please state language.

Teacher of MATHEMATICS. To teach to all age and ability levels throughout this comprehensive school. Physical Education would be an advantage.

PHAM

UNCIL

The TES Goes To Work

THE TES NOW PROVIDES ON ITS "SCHOOL TO WORK" PAGE EACH WEEK, SPECIALIST NEWS COVERAGE OF THE DEVELOPING—AND CONTROVERSIAL—RELATIONSHIP BETWEEN EDUCATION AND INDUSTRY AND THE TRANSITION FROM SCHOOL TO WORK.

Industry and education need to know about each other. They also need to keep tabs on the rapidly growing activities of the agencies and organizations, public and voluntary, that deal with young people.

The "School to Work" page supplements the attention being paid throughout the paper to the needs and interest of industrial trainers, careers specialists, youth workers, and all those concerned with equipping the young for a full adult role.

The Times Educational Supplement's coverage of education has always been broad, and it has regarded industrial training and youth affairs as part of its field. In the past two years the growing national and professional concern has been reflected in the increased space and prominence given throughout the paper to these matters. The most important developments and initiatives by central government and others, such as the new national programme for school leavers, are often disclosed or foreshadowed in the TES before you can learn about them from any other source.

TES—The weekly for news about education at all levels—including vocational training.

From newsagents on Fridays price 25p.

THE TIMES Educational Supplement

College of Further Education
Education
Education

BERKSHIRE
LONDON COLLEGE OF FURTHER EDUCATION
LONDON COLLEGE OF FURTHER EDUCATION
LONDON COLLEGE OF FURTHER EDUCATION

BERKSHIRE
LONDON COLLEGE OF FURTHER EDUCATION
LONDON COLLEGE OF FURTHER EDUCATION
LONDON COLLEGE OF FURTHER EDUCATION

BERKSHIRE
LONDON COLLEGE OF FURTHER EDUCATION
LONDON COLLEGE OF FURTHER EDUCATION
LONDON COLLEGE OF FURTHER EDUCATION

BERKSHIRE
LONDON COLLEGE OF FURTHER EDUCATION
LONDON COLLEGE OF FURTHER EDUCATION
LONDON COLLEGE OF FURTHER EDUCATION

BERKSHIRE
LONDON COLLEGE OF FURTHER EDUCATION
LONDON COLLEGE OF FURTHER EDUCATION
LONDON COLLEGE OF FURTHER EDUCATION

BERKSHIRE
LONDON COLLEGE OF FURTHER EDUCATION
LONDON COLLEGE OF FURTHER EDUCATION
LONDON COLLEGE OF FURTHER EDUCATION

BERKSHIRE
LONDON COLLEGE OF FURTHER EDUCATION
LONDON COLLEGE OF FURTHER EDUCATION
LONDON COLLEGE OF FURTHER EDUCATION

BERKSHIRE
LONDON COLLEGE OF FURTHER EDUCATION
LONDON COLLEGE OF FURTHER EDUCATION
LONDON COLLEGE OF FURTHER EDUCATION

BERKSHIRE
LONDON COLLEGE OF FURTHER EDUCATION
LONDON COLLEGE OF FURTHER EDUCATION
LONDON COLLEGE OF FURTHER EDUCATION

BERKSHIRE
LONDON COLLEGE OF FURTHER EDUCATION
LONDON COLLEGE OF FURTHER EDUCATION
LONDON COLLEGE OF FURTHER EDUCATION

BERKSHIRE
LONDON COLLEGE OF FURTHER EDUCATION
LONDON COLLEGE OF FURTHER EDUCATION
LONDON COLLEGE OF FURTHER EDUCATION

BERKSHIRE
LONDON COLLEGE OF FURTHER EDUCATION
LONDON COLLEGE OF FURTHER EDUCATION
LONDON COLLEGE OF FURTHER EDUCATION

BERKSHIRE
LONDON COLLEGE OF FURTHER EDUCATION
LONDON COLLEGE OF FURTHER EDUCATION
LONDON COLLEGE OF FURTHER EDUCATION

BERKSHIRE
LONDON COLLEGE OF FURTHER EDUCATION
LONDON COLLEGE OF FURTHER EDUCATION
LONDON COLLEGE OF FURTHER EDUCATION

BERKSHIRE
LONDON COLLEGE OF FURTHER EDUCATION
LONDON COLLEGE OF FURTHER EDUCATION
LONDON COLLEGE OF FURTHER EDUCATION

BERKSHIRE
LONDON COLLEGE OF FURTHER EDUCATION
LONDON COLLEGE OF FURTHER EDUCATION
LONDON COLLEGE OF FURTHER EDUCATION

BERKSHIRE
LONDON COLLEGE OF FURTHER EDUCATION
LONDON COLLEGE OF FURTHER EDUCATION
LONDON COLLEGE OF FURTHER EDUCATION

BERKSHIRE
LONDON COLLEGE OF FURTHER EDUCATION
LONDON COLLEGE OF FURTHER EDUCATION
LONDON COLLEGE OF FURTHER EDUCATION

BERKSHIRE
LONDON COLLEGE OF FURTHER EDUCATION
LONDON COLLEGE OF FURTHER EDUCATION
LONDON COLLEGE OF FURTHER EDUCATION

BERKSHIRE
LONDON COLLEGE OF FURTHER EDUCATION
LONDON COLLEGE OF FURTHER EDUCATION
LONDON COLLEGE OF FURTHER EDUCATION

BERKSHIRE
LONDON COLLEGE OF FURTHER EDUCATION
LONDON COLLEGE OF FURTHER EDUCATION
LONDON COLLEGE OF FURTHER EDUCATION

BERKSHIRE
LONDON COLLEGE OF FURTHER EDUCATION
LONDON COLLEGE OF FURTHER EDUCATION
LONDON COLLEGE OF FURTHER EDUCATION

BERKSHIRE
LONDON COLLEGE OF FURTHER EDUCATION
LONDON COLLEGE OF FURTHER EDUCATION
LONDON COLLEGE OF FURTHER EDUCATION

BERKSHIRE
LONDON COLLEGE OF FURTHER EDUCATION
LONDON COLLEGE OF FURTHER EDUCATION
LONDON COLLEGE OF FURTHER EDUCATION

BERKSHIRE
LONDON COLLEGE OF FURTHER EDUCATION
LONDON COLLEGE OF FURTHER EDUCATION
LONDON COLLEGE OF FURTHER EDUCATION

BERKSHIRE
LONDON COLLEGE OF FURTHER EDUCATION
LONDON COLLEGE OF FURTHER EDUCATION
LONDON COLLEGE OF FURTHER EDUCATION

BERKSHIRE
LONDON COLLEGE OF FURTHER EDUCATION
LONDON COLLEGE OF FURTHER EDUCATION
LONDON COLLEGE OF FURTHER EDUCATION

BERKSHIRE
LONDON COLLEGE OF FURTHER EDUCATION
LONDON COLLEGE OF FURTHER EDUCATION
LONDON COLLEGE OF FURTHER EDUCATION

BERKSHIRE
LONDON COLLEGE OF FURTHER EDUCATION
LONDON COLLEGE OF FURTHER EDUCATION
LONDON COLLEGE OF FURTHER EDUCATION

BERKSHIRE
LONDON COLLEGE OF FURTHER EDUCATION
LONDON COLLEGE OF FURTHER EDUCATION
LONDON COLLEGE OF FURTHER EDUCATION

BERKSHIRE
LONDON COLLEGE OF FURTHER EDUCATION
LONDON COLLEGE OF FURTHER EDUCATION
LONDON COLLEGE OF FURTHER EDUCATION

BERKSHIRE
LONDON COLLEGE OF FURTHER EDUCATION
LONDON COLLEGE OF FURTHER EDUCATION
LONDON COLLEGE OF FURTHER EDUCATION

BERKSHIRE
LONDON COLLEGE OF FURTHER EDUCATION
LONDON COLLEGE OF FURTHER EDUCATION
LONDON COLLEGE OF FURTHER EDUCATION

BERKSHIRE
LONDON COLLEGE OF FURTHER EDUCATION
LONDON COLLEGE OF FURTHER EDUCATION
LONDON COLLEGE OF FURTHER EDUCATION

BERKSHIRE
LONDON COLLEGE OF FURTHER EDUCATION
LONDON COLLEGE OF FURTHER EDUCATION
LONDON COLLEGE OF FURTHER EDUCATION

BERKSHIRE
LONDON COLLEGE OF FURTHER EDUCATION
LONDON COLLEGE OF FURTHER EDUCATION
LONDON COLLEGE OF FURTHER EDUCATION

BERKSHIRE
LONDON COLLEGE OF FURTHER EDUCATION
LONDON COLLEGE OF FURTHER EDUCATION
LONDON COLLEGE OF FURTHER EDUCATION

BERKSHIRE
LONDON COLLEGE OF FURTHER EDUCATION
LONDON COLLEGE OF FURTHER EDUCATION
LONDON COLLEGE OF FURTHER EDUCATION

BERKSHIRE
LONDON COLLEGE OF FURTHER EDUCATION
LONDON COLLEGE OF FURTHER EDUCATION
LONDON COLLEGE OF FURTHER EDUCATION

BERKSHIRE
LONDON COLLEGE OF FURTHER EDUCATION
LONDON COLLEGE OF FURTHER EDUCATION
LONDON COLLEGE OF FURTHER EDUCATION

BERKSHIRE
LONDON COLLEGE OF FURTHER EDUCATION
LONDON COLLEGE OF FURTHER EDUCATION
LONDON COLLEGE OF FURTHER EDUCATION

BERKSHIRE
LONDON COLLEGE OF FURTHER EDUCATION
LONDON COLLEGE OF FURTHER EDUCATION
LONDON COLLEGE OF FURTHER EDUCATION

BERKSHIRE
LONDON COLLEGE OF FURTHER EDUCATION
LONDON COLLEGE OF FURTHER EDUCATION
LONDON COLLEGE OF FURTHER EDUCATION

BERKSHIRE
LONDON COLLEGE OF FURTHER EDUCATION
LONDON COLLEGE OF FURTHER EDUCATION
LONDON COLLEGE OF FURTHER EDUCATION

BERKSHIRE
LONDON COLLEGE OF FURTHER EDUCATION
LONDON COLLEGE OF FURTHER EDUCATION
LONDON COLLEGE OF FURTHER EDUCATION

BERKSHIRE
LONDON COLLEGE OF FURTHER EDUCATION
LONDON COLLEGE OF FURTHER EDUCATION
LONDON COLLEGE OF FURTHER EDUCATION

BERKSHIRE
LONDON COLLEGE OF FURTHER EDUCATION
LONDON COLLEGE OF FURTHER EDUCATION
LONDON COLLEGE OF FURTHER EDUCATION

BERKSHIRE
LONDON COLLEGE OF FURTHER EDUCATION
LONDON COLLEGE OF FURTHER EDUCATION
LONDON COLLEGE OF FURTHER EDUCATION

BERKSHIRE
LONDON COLLEGE OF FURTHER EDUCATION
LONDON COLLEGE OF FURTHER EDUCATION
LONDON COLLEGE OF FURTHER EDUCATION

BERKSHIRE
LONDON COLLEGE OF FURTHER EDUCATION
LONDON COLLEGE OF FURTHER EDUCATION
LONDON COLLEGE OF FURTHER EDUCATION

BERKSHIRE
LONDON COLLEGE OF FURTHER EDUCATION
LONDON COLLEGE OF FURTHER EDUCATION
LONDON COLLEGE OF FURTHER EDUCATION

BERKSHIRE
LONDON COLLEGE OF FURTHER EDUCATION
LONDON COLLEGE OF FURTHER EDUCATION
LONDON COLLEGE OF FURTHER EDUCATION

BERKSHIRE
LONDON COLLEGE OF FURTHER EDUCATION
LONDON COLLEGE OF FURTHER EDUCATION
LONDON COLLEGE OF FURTHER EDUCATION

BERKSHIRE
LONDON COLLEGE OF FURTHER EDUCATION
LONDON COLLEGE OF FURTHER EDUCATION
LONDON COLLEGE OF FURTHER EDUCATION

BERKSHIRE
LONDON COLLEGE OF FURTHER EDUCATION
LONDON COLLEGE OF FURTHER EDUCATION
LONDON COLLEGE OF FURTHER EDUCATION

BERKSHIRE
LONDON COLLEGE OF FURTHER EDUCATION
LONDON COLLEGE OF FURTHER EDUCATION
LONDON COLLEGE OF FURTHER EDUCATION

BERKSHIRE
LONDON COLLEGE OF FURTHER EDUCATION
LONDON COLLEGE OF FURTHER EDUCATION
LONDON COLLEGE OF FURTHER EDUCATION

BERKSHIRE
LONDON COLLEGE OF FURTHER EDUCATION
LONDON COLLEGE OF FURTHER EDUCATION
LONDON COLLEGE OF FURTHER EDUCATION

BERKSHIRE
LONDON COLLEGE OF FURTHER EDUCATION
LONDON COLLEGE OF FURTHER EDUCATION
LONDON COLLEGE OF FURTHER EDUCATION

BERKSHIRE
LONDON COLLEGE OF FURTHER EDUCATION
LONDON COLLEGE OF FURTHER EDUCATION
LONDON COLLEGE OF FURTHER EDUCATION

BERKSHIRE
LONDON COLLEGE OF FURTHER EDUCATION
LONDON COLLEGE OF FURTHER EDUCATION
LONDON COLLEGE OF FURTHER EDUCATION

BERKSHIRE
LONDON COLLEGE OF FURTHER EDUCATION
LONDON COLLEGE OF FURTHER EDUCATION
LONDON COLLEGE OF FURTHER EDUCATION

BERKSHIRE
LONDON COLLEGE OF FURTHER EDUCATION
LONDON COLLEGE OF FURTHER EDUCATION
LONDON COLLEGE OF FURTHER EDUCATION

BERKSHIRE
LONDON COLLEGE OF FURTHER EDUCATION
LONDON COLLEGE OF FURTHER EDUCATION
LONDON COLLEGE OF FURTHER EDUCATION

BERKSHIRE
LONDON COLLEGE OF FURTHER EDUCATION
LONDON COLLEGE OF FURTHER EDUCATION
LONDON COLLEGE OF FURTHER EDUCATION

BERKSHIRE
LONDON COLLEGE OF FURTHER EDUCATION
LONDON COLLEGE OF FURTHER EDUCATION
LONDON COLLEGE OF FURTHER EDUCATION

BERKSHIRE
LONDON COLLEGE OF FURTHER EDUCATION
LONDON COLLEGE OF FURTHER EDUCATION
LONDON COLLEGE OF FURTHER EDUCATION

BERKSHIRE
LONDON COLLEGE OF FURTHER EDUCATION
LONDON COLLEGE OF FURTHER EDUCATION
LONDON COLLEGE OF FURTHER EDUCATION

BERKSHIRE
LONDON COLLEGE OF FURTHER EDUCATION
LONDON COLLEGE OF FURTHER EDUCATION
LONDON COLLEGE OF FURTHER EDUCATION

BERKSHIRE
LONDON COLLEGE OF FURTHER EDUCATION
LONDON COLLEGE OF FURTHER EDUCATION
LONDON COLLEGE OF FURTHER EDUCATION

FOR SALE AND WANTED

If you have something to sell or something you want to buy, your fellow readers of the TES might be the right people to talk to. There are over half a million of them and an advertisement could cost as little as £3.15.

If you are interested please ring Lyn Willis, The Times Educational Supplement, Times Newspapers Limited, Gray's Inn Road, London WC1X 8EZ, Telephone 01-837 1234, extn. 438.

CALMA

Is an American-based company specializing in the production of computer systems for design applications. These applications cover integrated circuits, printed circuit boards, mapping and mechanical design. We are growing rapidly and have recently opened a new European customer support facility located in Kingston, Surrey, which is intended to provide training to our customers on system usage and applications.

To support this activity we require young teachers preferably having specialized in either mathematics or physics or some related technical subject. Computer experience, whilst an advantage, is not essential, as full training would be given.

Conditions of employment will reflect the high calibre of people being sought, and will prove very competitive.

Please write to the first instance to Calma Company, Neville House, 85 Eden Street, Kingston on Thames, Surrey.

LANCASHIRE EDUCATION COMMITTEE

Accrington and Rossendale
College of Further Education
Sandy Lane, Accrington

January 1981 or earlier

Principal-Group 6

Forms/further details from/to:
District Education Officer, Ewbank House,
Cannon Street, Accrington
Closing date: 2nd June, 1980.

Youth and Community Service

Centre Manager

Wellington Avenue Youth Centre
Chingford, London E4

A recognized professional qualification in Youth and Community work will be an essential requirement.

Salary in accordance with the Barnham (Further Education) Lecturer 1 Scale, rising to a maximum of £2,840 inclusive of London Weighting (pay award pending). Sterling salary will be determined by the age, qualifications and relevant experience of the successful applicant.

For further details and an application form, write to the Chief Education Officer, Municipal Offices, High Road, Leyton, London E40 8JL (telephone enquiries: 01-550 3680, extension 202). Closing date for receipt of applications: Friday, June 6, 1980. Pool open to men and women.



Stevenage Borough Council

Applications are invited from men and women for the following posts:—

Leisure & Community Services Dept.

PLAYLEADER (Play bus)

AP2/3 £4,110 p.a.-£5,250 p.a. Incl.

PLAYBUS ASSISTANT MISC.

1-4 £2,760 p.a.-£3,864 p.a. Incl.

We have just expanded our play section to 12 full-time posts and are looking for two people who can work with the local community groups to establish and maintain a complementary programme of children's play and community use for our play bus. If you can accept the challenge of either of these posts (and have over 25 years of experience with a clear driving licence) and want to work for a local authority with a progressive outlook in community provision then apply in writing stating age, qualifications, relevant experience, names and addresses of two referees to the Personnel Officer, Stevenage Borough Council, Southgate House Stevenage, Herts SG1 1HN. Closing date 6 June, 1980.

YMCA NATIONAL COLLEGE

In association with North East London Polytechnic

Applications are invited for the new post of:

Tutor/Organizer in Youth and Community Work with responsibility for a

DISTANCE TEACHING

DEVELOPMENT PROJECT

Grade 1. Barnham F.E. Senior Lecturer (£7,092.69/871) (under review) plus London Allowance.

Location: Based at YMCA National College but some travel outside London essential.

Duties: (a) To undertake a feasibility study into the proposed part-time Certificate Course in Youth and Community Work by distance teaching.

(b) To prepare for, and operate, the first such course.

Qualifications: A recognized professional qualification in Youth and Community work and substantial experience in Youth and Community Work and/or related fields.

Duration: Initially for one year, the DES Development Grant will be extended (subject to a positive feasibility study) to cover the duration of the first course.

Further particulars and application form, available from: The Principal, YMCA National College, 542 Forest Road, London E17 3EP.

(Closing date for applications, Monday, 9th June)

Hounslow

COMMUNITY EDUCATION TUTOR

LECTURER 1 (£3,856-£6,388) + London Weighting (under review)

Applications are invited from suitably qualified persons for this post at Isleworth Explorers Boys Club. Initiative, enthusiasm and experience in working with young people essential. The Club is well known for its programme of outdoor activities and is well supported by an active Management Committee.

Contact Mr. Pitt or Mrs. Downes for further information on 01-886 3897. Job description and application papers from The Principal, Community Education Service, Spring Grove Centre, Thornbury Road, Isleworth, Middlesex.

Youth and Community Service

DISTRICT

HIVEMIND DOWN BOYS

has three full-time posts for 11 at the moment.

(1) The District Officer has three full-time posts for 11 at the moment.

(2) The District Officer has three full-time posts for 11 at the moment.

(3) The District Officer has three full-time posts for 11 at the moment.

(4) The District Officer has three full-time posts for 11 at the moment.

(5) The District Officer has three full-time posts for 11 at the moment.

(6) The District Officer has three full-time posts for 11 at the moment.

(7) The District Officer has three full-time posts for 11 at the moment.

(8) The District Officer has three full-time posts for 11 at the moment.

(9) The District Officer has three full-time posts for 11 at the moment.

(10) The District Officer has three full-time posts for 11 at the moment.

(11) The District Officer has three full-time posts for 11 at the moment.

(12) The District Officer has three full-time posts for 11 at the moment.

(13) The District Officer has three full-time posts for 11 at the moment.

(14) The District Officer has three full-time posts for 11 at the moment.

(15) The District Officer has three full-time posts for 11 at the moment.

(16) The District Officer has three full-time posts for 11 at the moment.

(17) The District Officer has three full-time posts for 11 at the moment.

(18) The District Officer has three full-time posts for 11 at the moment.

(19) The District Officer has three full-time posts for 11 at the moment.

(20) The District Officer has three full-time posts for 11 at the moment.

(21) The District Officer has three full-time posts for 11 at the moment.

(22) The District Officer has three full-time posts for 11 at the moment.

(23) The District Officer has three full-time posts for 11 at the moment.

(24) The District Officer has three full-time posts for 11 at the moment.

(25) The District Officer has three full-time posts for 11 at the moment.

(26) The District Officer has three full-time posts for 11 at the moment.

(27) The District Officer has three full-time posts for 11 at the moment.

(28) The District Officer has three full-time posts for 11 at the moment.

(29) The District Officer has three full-time posts for 11 at the moment.

(30) The District Officer has three full-time posts for 11 at the moment.

(31) The District Officer has three full-time posts for 11 at the moment.

(32) The District Officer has three full-time posts for 11 at the moment.

(33) The District Officer has three full-time posts for 11 at the moment.

(34) The District Officer has three full-time posts for 11 at the moment.

(35) The District Officer has three full-time posts for 11 at the moment.

(36) The District Officer has three full-time posts for 11 at the moment.

(37) The District Officer has three full-time posts for 11 at the moment.

(38) The District Officer has three full-time posts for 11 at the moment.

(39) The District Officer has three full-time posts for 11 at the moment.

(40) The District Officer has three full-time posts for 11 at the moment.

(41) The District Officer has three full-time posts for 11 at the moment.

(42) The District Officer has three full-time posts for 11 at the moment.

(43) The District Officer has three full-time posts for 11 at the moment.

(44) The District Officer has three full-time posts for 11 at the moment.

(45) The District Officer has three full-time posts for 11 at the moment.

(46) The District Officer has three full-time posts for 11 at the moment.

(47) The District Officer has three full-time posts for 11 at the moment.

(48) The District Officer has three full-time posts for 11 at the moment.

(49) The District Officer has three full-time posts for 11 at the moment.

(50) The District Officer has three full-time posts for 11 at the moment.

(51) The District Officer has three full-time posts for 11 at the moment.

(52) The District Officer has three full-time posts for 11 at the moment.

(53) The District Officer has three full-time posts for 11 at the moment.

(54) The District Officer has three full-time posts for 11 at the moment.

(55) The District Officer has three full-time posts for 11 at the moment.

(56) The District Officer has three full-time posts for 11 at the moment.

(57) The District Officer has three full-time posts for 11 at the moment.

(58) The District Officer has three full-time posts for 11 at the moment.

(59) The District Officer has three full-time posts for 11 at the moment.

(60) The District Officer has three full-time posts for 11 at the moment.

(61) The District Officer has three full-time posts for 11 at the moment.

(62) The District Officer has three full-time posts for 11 at the moment.

(63) The District Officer has three full-time posts for 11 at the moment.

(64) The District Officer has three full-time posts for 11 at the moment.

(65) The District Officer has three full-time posts for 11 at the moment.

(66) The District Officer has three full-time posts for 11 at the moment.

(67) The District Officer has three full-time posts for 11 at the moment.

(68) The District Officer has three full-time posts for 11 at the moment.

(69) The District Officer has three full-time posts for 11 at the moment.

(70) The District Officer has three full-time posts for 11 at the moment.

(71) The District Officer has three full-time posts for 11 at the moment.

(72) The District Officer has three full-time posts for 11 at the moment.

(73) The District Officer has three full-time posts for 11 at the moment.

(74) The District Officer has three full-time posts for 11 at the moment.

(75) The District Officer has three full-time posts for 11 at the moment.

(76) The District Officer has three full-time posts for 11 at the moment.

(77) The District Officer has three full-time posts for 11 at the moment.

(78) The District Officer has three full-time posts for 11 at the moment.

(79) The District Officer has three full-time posts for 11 at the moment.

(80) The District Officer has three full-time posts for 11 at the moment.

(81) The District Officer has three full-time posts for 11 at the moment.

(82) The District Officer has three full-time posts for 11 at the moment.

(83) The District Officer has three full-time posts for 11 at the moment.

(84) The District Officer has three full-time posts for 11 at the moment.

(85) The District Officer has three full-time posts for 11 at the moment.

(86) The District Officer has three full-time posts for 11 at the moment.

(87) The District Officer has three full-time posts for 11 at the moment.

(88) The District Officer has three full-time posts for 11 at the moment.

(89) The District Officer has three full-time posts for 11 at the moment.

(90) The District Officer has three full-time posts for 11 at the moment.

(91) The District Officer has three full-time posts for 11 at the moment.

(92) The District Officer has three full-time posts for 11 at the moment.

(93) The District Officer has three full-time posts for 11 at the moment.

(94) The District Officer has three full-time posts for 11 at the moment.

(95) The District Officer has three full-time posts for 11 at the moment.

(96) The District Officer has three full-time posts for 11 at the moment.

(97) The District Officer has three full-time posts for 11 at the moment.

(98) The District Officer has three full-time posts for 11 at the moment.

(99) The District Officer has three full-time posts for 11 at the moment.

(100) The District Officer has three full-time posts for 11 at the moment.

(101) The District Officer has three full-time posts for 11 at the moment.

(102) The District Officer has three full-time posts for 11 at the moment.

(103) The District Officer has three full-time posts for 11 at the moment.

(104) The District Officer has three full-time posts for 11 at the moment.

(105) The District Officer has three full-time posts for 11 at the moment.

(106) The District Officer has three full-time posts for 11 at the moment.

(107) The District Officer has three full-time posts for 11 at the moment.

(108) The District Officer has three full-time posts for 11 at the moment.

(109) The District Officer has three full-time posts for 11 at the moment.

(110) The District Officer has three full-time posts for 11 at the moment.

(111) The District Officer has three full-time posts for 11 at the moment.

(112) The District Officer has three full-time posts for 11 at the moment.

(113) The District Officer has three full-time posts for 11 at the moment.

(114) The District Officer has three full-time posts for 11 at the moment.

(115) The District Officer has three full-time posts for 11 at the moment.

(116) The District Officer has three full-time posts for 11 at the moment.

(117) The District Officer has three full-time posts for 11 at the moment.

(118) The District Officer has three full-time posts for 11 at the moment.

(119) The District Officer has three full-time posts for 11 at the moment.

(120) The District Officer has three full-time posts for 11 at the moment.

(121) The District Officer has three full-time posts for 11 at the moment.

(122) The District Officer has three full-time posts for 11 at the moment.

(123) The District Officer has three full-time posts for 11 at the moment.

(124) The District Officer has three full-time posts for 11 at the moment.

(125) The District Officer has three full-time posts for 11 at the moment.

(126) The District Officer has three full-time posts for 11 at the moment.

(127) The District Officer has three full-time posts for 11 at the moment.

(128) The District Officer has three full-time posts for 11 at the moment.

(129) The District Officer has three full-time posts for 11 at the moment.

(130) The District Officer has three full-time posts for 11 at the moment.

(131) The District Officer has three full-time posts for 11 at the moment.

(132) The District Officer has three full-time posts for 11 at the moment.

(133) The District Officer has three full-time posts for 11 at the moment.

(134) The District Officer has three full-time posts for 11 at the moment.

(135) The District Officer has three full-time posts for 11 at the moment.

(136) The District Officer has three full-time posts for 11 at the moment.

(137) The District Officer has three full-time posts for 11 at the moment.

(138) The District Officer has three full-time posts for 11 at the moment.

(139) The District Officer has three full-time posts for 11 at the moment.

(140) The District Officer has three full-time posts for 11 at the moment.

(141) The District Officer has three full-time posts for 11 at the moment.

(142) The District Officer has three full-time posts for 11 at the moment.

(143) The District Officer has three full-time posts for 11 at the moment.

(144) The District Officer has three full-time posts for 11 at the moment.

(145) The District Officer has three full-time posts for 11 at the moment.

(146) The District Officer has three full-time posts for 11 at the moment.

(147) The District Officer has three full-time posts for 11 at the moment.

(148) The District Officer has three full-time posts for 11 at the moment.

(149) The District Officer has three full-time posts for 11 at the moment.

(150) The District Officer has three full-time posts for 11 at the moment.

(151) The District Officer has three full-time posts for 11 at the moment.

(152) The District Officer has three full-time posts for 11 at the moment.

(153) The District Officer has three full-time posts for 11 at the moment.

(154) The District Officer has three full-time posts for 11 at the moment.

(155) The District Officer has three full-time posts for 11 at the moment.

(156) The District Officer has three full-time posts for 11 at the moment.

(157) The District Officer has three full-time posts for 11 at the moment.

(158) The District Officer has three full-time posts for 11 at the moment.

(159) The District Officer has three full-time posts for 11 at the moment.

(160) The District Officer has three full-time posts for 11 at the moment.

(161) The District Officer has three full-time posts for 11 at the moment.

(162) The District Officer has three full-time posts for 11 at the moment.

(163) The District Officer has three full-time posts for 11 at the moment.

(164) The District Officer has three full-time posts for 11 at the moment.

(165) The District Officer has three full-time posts for 11 at the moment.

(166) The District Officer has three full-time posts for 11 at the moment.

(167) The District Officer has three full-time posts for 11 at the moment.

(168) The District Officer has three full-time posts for 11 at the moment.

(169) The District Officer has three full-time posts for 11 at the moment.

(170) The District Officer has three full-time posts for 11 at the moment.

(171) The District Officer has three full-time posts for 11 at the moment.

(172) The District Officer has three full-time posts for 11 at the moment.

(173) The District Officer has three full-time posts for 11 at the moment.

(174) The District Officer has three full-time posts for 11 at the moment.

(175) The District Officer has three full-time posts for 11 at the moment.

(176) The District Officer has three full-time posts for 11 at the moment.

(177) The District Officer has three full-time posts for 11 at the moment.

(178) The District Officer has three full-time posts for 11 at the moment.

(179) The District Officer has three full-time posts for 11 at the moment.

(180) The District Officer has three full-time posts for 11 at the moment.

(181) The District Officer has three full-time posts for 11 at the moment.

(182) The District Officer has three full-time posts for 11 at the moment.

(183) The District Officer has three full-time posts for 11 at the moment.

(184) The District Officer has three full-time posts for 11 at the moment.

(185) The District Officer has three full-time posts for 11 at the moment.

(186) The District Officer has three full-time posts for 11 at the moment.

(187) The District Officer has three full-time posts for 11 at the moment.

(188) The District Officer has three full-time posts for 11 at the moment.

(189) The District Officer has three full-time posts for 11 at the moment.

(190) The District Officer has three full-time posts for 11 at the moment.

(191) The District Officer has three full-time posts for 11 at the moment.

(192) The District Officer has three full-time posts for 11 at the moment.

(193) The District Officer has three full-time posts for 11 at the moment.

(194) The District Officer has three full-time posts for 11 at the moment.

(195) The District Officer has three full-time posts for 11 at the moment.

(196) The District Officer has three full-time posts for 11 at the moment.

(197) The District Officer has three full-time posts for 11 at the moment.

(198) The District Officer has three full-time posts for 11 at the moment.

(199) The District Officer has three full-time posts for 11 at the moment.

(200) The District Officer has three full-time posts for 11 at the moment.

(201) The District Officer has three full-time posts for 11 at the moment.

(202) The District Officer has three full-time posts for 11 at the moment.

(203) The District Officer has three full-time posts for 11 at the moment.

(204) The District Officer has three full-time posts for 11 at the moment.

(205) The District Officer has three full-time posts for 11 at the moment.

(206) The District Officer has three full-time posts for 11 at the moment.

(207) The District Officer has three full-time posts for 11 at the moment.

BRITISH COUNCIL

For the selection of British Council overseas appointments please turn to The British Council special feature page 57

TEFL INSTRUCTOR

General petroleum and mineral organization in Riyadh Saudi Arabia requires TEFL Instructor with practical experience in language lab. Overseas teaching experience preferable.

Salary negotiable according to experience. Housing and transportation allowances, medical coverage and annual paid leave granted contract 1-2 years renewable starting September 1980. Applications indicating age, qualification, experience, marital status, should be mailed to Petrol (C) Ltd., 129/130 Park Lane, London, W.1, attention Mrs. G. Eaves.

COLLEGE OF TECHNOLOGY CALABAR, NIGERIA

Applications are invited for posts in the following areas:-
BUSINESS STUDIES
Principal Lecturer, Senior Lecturer, Lecturer 1 in Accountancy, Business Management.

SCIENCE TECHNOLOGY
Principal Lecturer, Senior Lecturer, Lecturer 1 in Physics, Bio Chemistry, Environmental Science.

ENVIRONMENTAL STUDIES
Principal Lecturer, Senior Lecturer, Lecturer 1 in Building Surveying, Land Surveying, Valuation and Estate Management, Architecture, Town Planning, Quantity Surveying, Law.

SCHOOL OF ENGINEERING
Principal Lecturer, Senior Lecturer, Lecturer 1 in Civil Engineering, with emphasis on Hydraulics.

PAPER PROCESSING AND WOOD TECHNOLOGY
A Head of Department, Principal Lecturer, Senior Lecturer 1 in Wood and Paper Processing, Wood Chemistry.

ELECTRICAL AND ELECTRONIC ENGINEERING
Principal Lecturer, Senior Lecturer, Lecturer 1 in Electrical Technology, Electronic Technology, Computer Technology, High Voltage Technology, Electrical and Electronic Installation.

METALLURGICAL ENGINEERING
Principal Lecturer, Senior Lecturer, Lecturer 1 in Metallurgical Engineering, Production, Mechanical Engineering, Automobile Engineering, Planned Maintenance.

SCHOOL OF AGRICULTURE
Principal Lecturer, Senior Lecturer, Lecturer 1 in Agricultural Mechanisation, Fisheries, Poultry Science and Management.

CONDITIONS OF APPOINTMENT
For all teaching posts, a degree, appropriate professional qualifications, industrial/commercial experience and some years experience of lecturing in Higher Education are essential.

Post	Grade	Salary	Upper Limit
Principal Lecturer	GL15	10,250	11,500
Senior Lecturer	GL14	9,150	10,250
Lecturer 1	GL13	7,450	8,150
Lecturer 2	GL12	6,150	6,850
Lecturer 3	GL11	5,150	5,850
Principal Lecturer	GL15	10,250	11,500
Senior Lecturer	GL14	9,150	10,250
Lecturer 1	GL13	7,450	8,150
Lecturer 2	GL12	6,150	6,850
Lecturer 3	GL11	5,150	5,850

Notes: Various allowances including housing, pension, medical, etc. are payable. For details of conditions of appointment, please apply to the Secretary, College of Technology, Calabar, Nigeria.

Ministry of Education

Vacancies

TEACHERS

There will be vacancies with effect from May and September, 1980, for teachers in schools controlled by the Zimbabwe Ministry of Education. Enquiries are invited particularly from male primary school teachers and certificated graduates with high school experience.

Application forms and details of the attractive conditions of service may be obtained by writing to:

The Secretary for Education
P.O. Box 8022
Causeway
Zimbabwe

Education Development Officer (Science)

Join a small team recruiting, selecting and training volunteers for posts in Secondary Schools and Teacher Training Institutions in developing countries.

The post is London-based but involves some travel within the United Kingdom and occasionally overseas. The person appointed will have a commitment to making educational needs in developing countries. Ideally he or she will be a trained science teacher with overseas teaching experience. Primary and/or integrated science teaching experience would be an advantage though not essential.

The post falls vacant in August/September, but would be held open until December/January for the right applicant.

Incremental salary starting between £4,400 to £5,200. For further details contact the Personnel Officer, Voluntary Service Overseas, 9 Belgrave Square, London SW1 8BW; telephone 235 5181.

VSO Voluntary Service Overseas

EDUCATIONAL POSTS OVERSEAS

SENIOR TEACHER FOR COMMERCIAL SUBJECTS IN ENGLISH (BAHRAIN)

Hours, Muharrag and Rifaa Girls' Secondary Schools. Duties: Special responsibility for the teaching of Accounts in Commercial Sections of above schools; training, and day-to-day supervision of staff; and preparation of teaching programmes and development of materials.

Required for September, 1980. Qualifications: Candidates, women only, must have UK Teachers' Certificate, Graduate preferred. Minimum five years' relevant secondary school experience. Salary: £5,644 to £7,580 per annum. No local taxation. Benefits: Overseas allowances; free furnished accommodation; employer's share of superannuation contribution; annual passage-paid leave; two-year contract, renewable. 80 A 81

SENIOR TEACHERS OF ENGLISH (BAHRAIN)

Al Hidayah and Manama Boys' Secondary Schools. Duties: To teach English as a second language up to GCE 'O' level equivalent. Required for September, 1980. Qualifications: Candidates, men only, should be UK citizens with British educational background. Degree, preferably in English, a TEFL qualification, and minimum five years' relevant teaching experience. Salary: £5,644 to £7,580 per annum. No local taxation. Benefits: Overseas and children's allowances; free furnished accommodation; employer's share of superannuation contribution; annual passage-paid leave; two-year contract, renewable. 80 A 82-83

KEY ENGLISH LANGUAGE TEACHING SCHEME

Posts under the KELT Scheme are wholly financed by the British Government as part of Britain's programme of aid to developing countries. The KELT posts listed below are tenable from September, 1980.

CYPRUS
Secondary School English Adviser, Ministry of Education, Nicosia 80 K 26

FIJI
Primary Curriculum Development Specialist, Ministry of Education, Suva 80 K 27

English Language Specialist (Primary Teacher Training), Naitasiri College, Suva 80 K 28

English Language Specialist (Technical/Commercial), Fiji Institute of Technology, Suva 80 K 31

JORDAN
ESP Adviser, Service English Unit, University of Jordan 80 K 13

Teacher-Teacher, Ministry of Education, Amman 80 K 14

MALAWI
Senior Lecturer in Applied Linguistics and Language Teaching Method, Chancellor College, University of Malawi, Zomba 80 K 25

TEACHER OF ENGLISH LANGUAGE (OMAN)

Royal Guard Boys' Technical School, Seeb. Required for September, 1980. Duties: To teach English to male Omani students aged 11 to 19 years. Some boarding school supervisory duties. Qualifications: Candidates, men only, up to 46 years, must be British citizens with British educational background. A teacher's certificate, a TEFL qualification and three years' teaching experience essential. Salary: £6,381 to £8,227 per annum (£5,160 to £6,998 per annum at R.O.T.S. 11). No local taxation. Benefits: Annual increment and terminal gratuity; interest-free car loan; free fully-furnished accommodation with free electricity and water; three months' passage-paid home leave annually. Free medical service and sick leave entitlement. Travel costs and baggage allowance. Two or three-year contract, renewable. 80 A 11

LECTURER IN SCIENCE EDUCATION (GHANA)
Institute of Education, University of Cape Coast. Required for September, 1980.

Duties: To assist and mark final certification examinations, to advise on curriculum development in Post-Secondary Teacher Training College. Candidates must have the ability to deal with Physics, Chemistry and Biology at Teacher Training level. Qualifications: UK citizens only; honours degree and Certificate of Education essential. Age 25 to 46. Salary: £8,381 to £12,272 per annum. Tax free. Benefits: Overseas allowances; furnished accommodation; outfit and baggage allowance; medical scheme; two-year formula contract. 80 A 20

Lecturer in ESP, Department of English, Chancellor College, University of Malawi, Zomba 80 K 24

Lecturer in Communications/English (ESP), Rural Development Department, Bunda College of Agriculture, University of Malawi, Lilongwe 80 K 25

ZAMBIA
Curriculum Development Centre, Lusaka 80 K 28

Adviser in Primary English, Salary: £7,779 to £9,951 per annum, or £8,961 to £12,273 per annum (including 10 per cent inducement addition). Essential Qualifications: Degree or equivalent; teaching qualification, including TEFL; or educational qualification plus postgraduate qualification in TEFL or Applied Linguistics; 3 to 5 years' teaching experience including at least two years' TEFL overseas. UK citizens only. Benefits: Salary free of United Kingdom Income Tax; variable overseas allowance, according to marital status; education allowance and holiday visits; free furnished accommodation; outfit allowance; medical scheme; baggage allowance; paid leave. Contracts will be for two years, renewable, with the British Council. Selection Board will be held in July.

Return fares are paid. Local contracts are guaranteed by the British Council. Please write briefly stating qualifications and length of appropriate experience, quoting relevant reference number and title of post for

THE BRITISH COUNCIL

United World College of South East Asia SINGAPORE

MATHEMATICS TEACHER

An experienced teacher of Mathematics is required for January 1981 or earlier to teach throughout the school up to pre-University level.

The College has 1,300 students aged 11 to 19, of over 40 nationalities, and 100 staff. In the Upper School International Baccalaureate course is taught, while at the end of the 5th year students take London GCE 'O' levels. The College promotes activities leading to better international awareness and emphasises social service and personal adventure.

Initial contract is for three years. Details of salary and conditions of service will be sent to interested candidates.

Letters of application should include details of qualifications and experience, the names and addresses of two referees, and should be addressed to The Headmaster, United World College of S. E. Asia, Pasir Panjang, P.O. Box 15, Singapore 9111, to arrive not later than 10th June, 1980. Interviews will be held in London in late July.

WITH OVER HALF
A MILLION READERS
EVERY WEEK A LOT OF
PEOPLE WILL SEE
YOUR ADVERTISEMENT
IN THE
TES PERSONAL
COLUMNS.

GABBITAS - THRING GREENACRES SCHOOL NAIROBI

A qualified and experienced teacher of CHEMISTRY to "O" level is required for September 1980 for this private girls' day school in its own grounds, just outside Nairobi. The School caters for girls aged from 5-18 years, of whom there are 220 altogether, with 100 in the senior section, most of whom are British.

The successful applicant will be single, and the ability to help with games would be an advantage. A salary of £4,500 is offered with full board and lodging provided (free of charge). The contract is for two years and a return air ticket is provided.

Interviews for this post will be held before 8th June. In view of the shortage of time, please send, as soon as possible, a curriculum vitae, the names, addresses and telephone numbers of three referees, including your current employer, and a letter of application to:-
Mrs. J. Longworth,
Advertiser Post Department,
Gabbitas-Thring Services Ltd.,
6, 7 & 8 Sackville Street, London W1X 2BR,
Tel: 01-734 0181

County of Cleveland Education Department Professional Assistant

£6,381-£7,508

This post will provide initial experience in educational administration, and the successful candidate will be given the opportunity to gain experience in a number of areas of the service.

Applicants should be good honours graduates and have had suitable teaching experience.

Approved cases, financial assistance with the removal of household effects will be available. Temporary housing accommodation may be available in approved cases within the County area.

Application forms and further particulars are available from the County Education Officer, Education Offices, Woodlands Road, Middlesbrough, Cleveland, to whom completed forms should be returned by 28th May 1980.

OVERSEAS Appointments continued

NORTH SUMATRA
The United World College of South East Asia, Singapore, is seeking a Mathematics Teacher for its school in North Sumatra, Indonesia. The school is a day school for girls aged 5-18 years, with 100 in the senior section, most of whom are British. The successful applicant will be single, and the ability to help with games would be an advantage. A salary of £4,500 is offered with full board and lodging provided (free of charge). The contract is for two years and a return air ticket is provided.

MUSCAT/OMAN
Vacancies for two and a half years. The successful applicant will be single, and the ability to help with games would be an advantage. A salary of £4,500 is offered with full board and lodging provided (free of charge). The contract is for two years and a return air ticket is provided.

MEXICO
The United World College of South East Asia, Singapore, is seeking a Mathematics Teacher for its school in Mexico. The school is a day school for girls aged 5-18 years, with 100 in the senior section, most of whom are British. The successful applicant will be single, and the ability to help with games would be an advantage. A salary of £4,500 is offered with full board and lodging provided (free of charge). The contract is for two years and a return air ticket is provided.

CANADA
The United World College of South East Asia, Singapore, is seeking a Mathematics Teacher for its school in Canada. The school is a day school for girls aged 5-18 years, with 100 in the senior section, most of whom are British. The successful applicant will be single, and the ability to help with games would be an advantage. A salary of £4,500 is offered with full board and lodging provided (free of charge). The contract is for two years and a return air ticket is provided.

PORTUGAL
The United World College of South East Asia, Singapore, is seeking a Mathematics Teacher for its school in Portugal. The school is a day school for girls aged 5-18 years, with 100 in the senior section, most of whom are British. The successful applicant will be single, and the ability to help with games would be an advantage. A salary of £4,500 is offered with full board and lodging provided (free of charge). The contract is for two years and a return air ticket is provided.

ITALY
The United World College of South East Asia, Singapore, is seeking a Mathematics Teacher for its school in Italy. The school is a day school for girls aged 5-18 years, with 100 in the senior section, most of whom are British. The successful applicant will be single, and the ability to help with games would be an advantage. A salary of £4,500 is offered with full board and lodging provided (free of charge). The contract is for two years and a return air ticket is provided.

GREECE
The United World College of South East Asia, Singapore, is seeking a Mathematics Teacher for its school in Greece. The school is a day school for girls aged 5-18 years, with 100 in the senior section, most of whom are British. The successful applicant will be single, and the ability to help with games would be an advantage. A salary of £4,500 is offered with full board and lodging provided (free of charge). The contract is for two years and a return air ticket is provided.

SYRIA-IRAQ-JORDAN
The United World College of South East Asia, Singapore, is seeking a Mathematics Teacher for its school in Syria-Iraq-Jordan. The school is a day school for girls aged 5-18 years, with 100 in the senior section, most of whom are British. The successful applicant will be single, and the ability to help with games would be an advantage. A salary of £4,500 is offered with full board and lodging provided (free of charge). The contract is for two years and a return air ticket is provided.

ENGLISH LANGUAGE TEACHERS KUWAIT

International Language Centres Ltd. invites applications from English Teachers, preferably with a minimum of two years' experience in TEFL, to join an already established language training team. Candidates should be male, of bachelor degree and should hold a degree or Cert. Ed.

Contracts are for a period of one year from mid-August. The basic salary, which is tax-free in Kuwait, is 3,780 Kuwaiti Dinars per annum, with increments for qualifications and experience. Return air fares, relocation allowances, housing and daily transportation to the teaching site are provided free. Paid holidays are six weeks per year. In addition to Kuwaiti Public Holidays.

For details and application form apply to:
Personnel Department (Kuwait)
International Language Centres Ltd.,
24 Old Broad Street, London, W.1
Tel: 01-465 8487

CORNWALL

Education Department

ASSISTANT COUNTY YOUTH ORGANISER

£7,560-£8,358 p.a.

(plus Comparability Agreement)

Applications are invited from suitably qualified and experienced persons. Applicants should have had wide experience of working with young people, voluntary youth organisations and community organisations.

Application forms and further details of this post may be obtained on receipt of a stamped addressed envelope from the Secretary for Education, County Hall, Truro, Cornwall. Closing date for applications June 15th 1980.

Careers Service

Careers Officer

(Older Leavers) £5,208-£5,764 p.o.

Applications are invited from suitably qualified persons for the post of Careers Officer (Older Leavers) Northampton. The person appointed will form part of a team of three Careers Officers providing careers information and guidance to pupils on 'A' level courses and students on courses of further and higher education throughout the County.

Applicants should possess the Diploma in Careers Guidance and a current driving licence will be an advantage. An essential user car allowance is payable.

Application forms and further details are available from the Personnel Officer, County Hall, George Row, Northampton, telephone Northampton 34633, Extension 5237, to be returned by 3 June, 1980.

Northamptonshire Education

Leicestershire

ASSISTANT EDUCATION OFFICER (SCHOOLS)

£8,328-£9,330 p.a.

This post, which will involve interesting and varied work chiefly with primary schools, is open to men and women graduates with good teaching experience. L.E.A. administrative experience is desirable but not essential. Salary P.O.1 (9-10) £8,328-£9,330 p.a. Starting point according to experience. Further details on receipt of a.s.a.

Apply (no forms) with names and addresses of two referees to the Director of Education, County Hall, Glenfield, Leicester LE3 0FF, by 28th May.

THE WEST YORKSHIRE AND LINCOLN REGIONAL EXAMINING BOARD for the Certificate of Secondary Education

BURSAR

(P.O. 2 (47-50) £10,284-£11,013)

Applicants should have substantial administrative experience in a responsible post with an Examining Body or in another area of the Education Service and hold an appropriate qualification.

The Bursar will occupy the third senior post and his/her duties include the management of a busy office, responsibility for data processing and the detailed administration of the Board's finances.

Casual car user allowance available. In approved cases, assistance with removal expenses may be given. The Board operates a 'non-contributory' pension scheme.

Application forms and further particulars obtainable from the Secretary/Treasurer, The West Yorkshire and Lincoln Regional Examining Board, Scarcliffe House, 138 Derbyshire Lane, Sheffield S8 8BE, to whom they should be returned within 14 days of the publication of this advert.

HERTFORDSHIRE AUTISTIC COMMUNITY TRUST BRICKET WOOD AUTISTIC DAY CENTRE

APPOINTMENT OF DIRECTOR

The Trust wishes to appoint a director for the new day centre to be opened in September 1980. The centre will cater for the further education and training of post-school age autistic young people. The appointment will be effective from 1st September, 1980 or January 1st, if not possible.

Salary will be in accordance with recognised national scales together with appropriate allowances.

Closing date: 14 days after the appearance of this advertisement.

For further details and application forms apply to The Chairman, Hertfordshire Autistic Community Trust, c/o Nuffield School for Autistic Children, Maple Lane, Hatfield, Herts.



Haringey Education Service (Schools Division)

Applications are invited for the post of


ASSISTANT EDUCATION OFFICER

(Special and Compensatory Education) Grade PO4

Salary: £9,480-£10,443 per annum inclusive. Additional payments are made in respect of attendance at evening meetings.

The successful candidate will share with two other Assistant Education Officers (Primary and Secondary) general responsibilities within the Schools Division and will, in the first instance, have specific responsibilities for Special and Compensatory Education. Previous administrative experience would be an advantage but consideration will be given to candidates with appropriate teaching qualifications and experience wishing to enter administration for the first time. Assistance with removal expenses in appropriate cases up to £1,000.

Further particulars and application forms from: The Chief Education Officer, Education Office, 48-52 Station Road, Wood Green, N22. Telephone 881 3900, ext. 3131, quoting reference: 18481. Closing date: 6th June, 1980.



Manager Educational Liaison

We are increasing our activities in the area of Community Affairs with special emphasis on Education.

Applications are invited to fill the vacancy created by the retirement of the current postholder. The Manager, Educational Liaison, is responsible for administering the funds allocated for educational support, including those for BF Schoolteacher Fellowships. He or she will also have responsibility for developing the "Teachers in Industry" Scheme and for supervising the BF Group Schools Link Scheme, including running courses and arranging Work Experience for pupils. The post could be filled by a Senior Teacher or Adviser in Science, Economics or Business Studies, who has wide contacts in the educational world and particular experience in Schools/Industry Liaison.

The starting salary will be based on experience and qualifications but will be unlikely to be less than £13,500. Attractive benefits include Inner London Allowance and a non-contributory pension scheme.

Please write, giving full details of qualifications, career history and any special experience/interest in the work outlined above, to:

Sue Bartholomew, Central Recruitment, The British Petroleum Company Limited, Billingham House, Moor Lane, London EC2Y 9BU.

Closing date for applications is 31st May, 1980.

Leading English Public School BURSAR

A SCHOOL with a turnover approaching £2M (i.e. demands a high standard of professional competence) is seeking a full-time, energetic and experienced BURSAR. The postholder will be responsible for the financial and administrative aspects of the school. The successful candidate will be a professional with managerial experience.

QUALIFICATION in Accountancy, Surveying, Architecture, Business Administration, the Law, or Company Secretariatship would be relevant. Academic and cultural attainments will be valued.

THE GOVERNORS, to whose Council the Bursar is Secretary, regard this job as worth between £12,000 and £15,000 p.a., including the value of employment of free housing and other material benefits, assistance with children's education also available.

The post is open to men and women. Those interested should write in confidence to the Governors, enclosing a curriculum vitae. Nothing will be disclosed without permission.

M. J. Graham-Jones
The Governors, The Rectory, The Rectory, 177 Vauxhall Bridge Road, London SW1P 2JF.

HERTFORDSHIRE AUTISTIC COMMUNITY TRUST

BRICKET WOOD AUTISTIC DAY CENTRE

APPOINTMENT OF DIRECTOR

The Trust wishes to appoint a director for its new day centre to be opened in September, 1980. The centre will cater for the further education and training of post-school age autistic young people. The appointment will be effective from 1st September, 1980.

Salary will be in accordance with recognized national scales together with appropriate allowances.

Closing date 14 days after the appearance of this advertisement.

For further details and application forms apply to:-

The Chairman, Hertfordshire Autistic Community Trust, c/o Radlett School for Autistic Children, Harper Lane, Radlett, Herts.



Psychological and Child Guidance Services

CHIEF PSYCHOLOGIST

Soulsbury Scale Head Teachers Group '11' (£10,681-£11,891, under review)

Joint Psychological and Child Guidance Service

Applications are invited for this post, at the head of a large multi-disciplinary service. In addition to referral-based work, the Service operates a variety of in-service training, advisory and systems-based approaches. The Chief Psychologist has a major advisory role within both the Education and Social Services Departments, as well as managing the Joint Psychological and Child Guidance Service.

This post offers great professional satisfaction to fully qualified educational psychologists of high calibre, with proven professional and managerial capability, and visionary capacity.

It is expected that interviews will be held on 20th and 24th June, 1980.

Informal enquiries may be addressed to the present Chief Psychologist, Dr. G. W. Horbar, at the George Road Child Guidance Centre (021-454 2697).

Candidates, male/female, may obtain application forms (returnable by Friday, 30th May, 1980) and further particulars from:

The Chief Educational Officer, Personnel Division, Room 1001, Education Department, Margaret Street, Birmingham B3 3BU. Telephone 241-235 2697.

Conversing with disquiet.

LONDON AND SOUTHWARK DIOCESAN BOARDS OF EDUCATION

Appointment of a Schools Officer

FOR DEVELOPMENT AND BUILDING

Applications are invited for this post dealing with the care of Church of England Schools in the Greater London Area.

Salary: On the H.E.O. (Grade 1, Scale 1, which commences at £6,730, subject to increase in June) according to age and experience.

Details from: The Director of Schools, Diocesan Education Centre, 48, Union Street, London SE1 1TD.

Senior Teaching Staff Officer

SO2 £7,877 to £8,112 p.a. inclusive

The successful applicant will head the section dealing with all administrative procedures relating to the employment of the authority's teaching staff in schools and further education. Duties include the preparation of annual estimates for teaching staff salaries and administrative support for the in-service training programme. Applicants should have full knowledge and experience of the current employment legislation.

Fringe benefits may include: legal fees for house purchase (maximum £800), 7% per cent removal expenses and lodging allowances. Flexitime worked.

Application forms and further particulars available from the Personnel Officer, Civic Centre, Uxbridge UB8 3UW. Telephone Uxbridge 50580; quoting reference: E/184/80. Closing date 23.5.80.

LONDON BOROUGH OF ILLINGDON

ADMINISTRATION continued

General

BASINGSTOKE

HERTFORDSHIRE AUTISTIC COMMUNITY TRUST (H.A.C.T.) is seeking a Director for its new day centre to be opened in September, 1980. The centre will cater for the further education and training of post-school age autistic young people. The appointment will be effective from 1st September, 1980.

Salary will be in accordance with recognized national scales together with appropriate allowances.

Closing date 14 days after the appearance of this advertisement.

For further details and application forms apply to:-

The Chairman, Hertfordshire Autistic Community Trust, c/o Radlett School for Autistic Children, Harper Lane, Radlett, Herts.

Psychological and Child Guidance Services

CHIEF PSYCHOLOGIST

Soulsbury Scale Head Teachers Group '11' (£10,681-£11,891, under review)

Joint Psychological and Child Guidance Service

Applications are invited for this post, at the head of a large multi-disciplinary service. In addition to referral-based work, the Service operates a variety of in-service training, advisory and systems-based approaches. The Chief Psychologist has a major advisory role within both the Education and Social Services Departments, as well as managing the Joint Psychological and Child Guidance Service.

This post offers great professional satisfaction to fully qualified educational psychologists of high calibre, with proven professional and managerial capability, and visionary capacity.

It is expected that interviews will be held on 20th and 24th June, 1980.

Informal enquiries may be addressed to the present Chief Psychologist, Dr. G. W. Horbar, at the George Road Child Guidance Centre (021-454 2697).

Candidates, male/female, may obtain application forms (returnable by Friday, 30th May, 1980) and further particulars from:

The Chief Educational Officer, Personnel Division, Room 1001, Education Department, Margaret Street, Birmingham B3 3BU. Telephone 241-235 2697.

Conversing with disquiet.

BIRMINGHAM CITY COUNCIL

When you're a Hestair Hope Representative doors open for you. Will you stride, boldly through them?

We're not just giving you our company history, interesting though it is. Because if you are a regular reader of this paper you will already know us by our advertising. And you may have already seen our unique catalogue or one of our many direct mail shots. In which case we hardly need tell you that a Hestair Hope Representative can offer customers an unbeatable range backed by unbeatable service.

But, we have other customers besides those in Education. We supply many other market sectors so you'll be expected to develop existing and new business in Education, leisure and industrial markets.

By doing so, you'll justify a salary package of around £5,500, plus the usual fringe benefits.

Of course, you wouldn't expect to do the job without a company car. So, there's a Ford Cortina waiting just for you.

Our existing sales force is aged between 25 and 35. We won't exclude you if you're not quite within this age group. But, you'll need to match the energy, ambition and self-motivation that our current representatives display.

Do that and you'll find that doors will open for you. All you have to do is stride, boldly through them to develop a worthwhile career in selling.

Write, first of all, for an application form to:-

Mr. Brundell, Sales Co-ordinator, Hestair Hope Ltd., St. Philips Drive, Revlon, Oldham OL2 5AG.

SENIOR TEACHING STAFF OFFICER

SO2 £7,877 to £8,112 p.a. inclusive

The successful applicant will head the section dealing with all administrative procedures relating to the employment of the authority's teaching staff in schools and further education. Duties include the preparation of annual estimates for teaching staff salaries and administrative support for the in-service training programme. Applicants should have full knowledge and experience of the current employment legislation.

Fringe benefits may include: legal fees for house purchase (maximum £800), 7% per cent removal expenses and lodging allowances. Flexitime worked.

Application forms and further particulars available from the Personnel Officer, Civic Centre, Uxbridge UB8 3UW. Telephone Uxbridge 50580; quoting reference: E/184/80. Closing date 23.5.80.

LONDON BOROUGH OF ILLINGDON

ADMINISTRATION continued

General

BASINGSTOKE

HERTFORDSHIRE AUTISTIC COMMUNITY TRUST (H.A.C.T.) is seeking a Director for its new day centre to be opened in September, 1980. The centre will cater for the further education and training of post-school age autistic young people. The appointment will be effective from 1st September, 1980.

Salary will be in accordance with recognized national scales together with appropriate allowances.

Closing date 14 days after the appearance of this advertisement.

For further details and application forms apply to:-

The Chairman, Hertfordshire Autistic Community Trust, c/o Radlett School for Autistic Children, Harper Lane, Radlett, Herts.

BIRMINGHAM CITY COUNCIL

When you're a Hestair Hope Representative doors open for you. Will you stride, boldly through them?

We're not just giving you our company history, interesting though it is. Because if you are a regular reader of this paper you will already know us by our advertising. And you may have already seen our unique catalogue or one of our many direct mail shots. In which case we hardly need tell you that a Hestair Hope Representative can offer customers an unbeatable range backed by unbeatable service.

But, we have other customers besides those in Education. We supply many other market sectors so you'll be expected to develop existing and new business in Education, leisure and industrial markets.

By doing so, you'll justify a salary package of around £5,500, plus the usual fringe benefits.

Of course, you wouldn't expect to do the job without a company car. So, there's a Ford Cortina waiting just for you.

Our existing sales force is aged between 25 and 35. We won't exclude you if you're not quite within this age group. But, you'll need to match the energy, ambition and self-motivation that our current representatives display.

Do that and you'll find that doors will open for you. All you have to do is stride, boldly through them to develop a worthwhile career in selling.

Write, first of all, for an application form to:-

Mr. Brundell, Sales Co-ordinator, Hestair Hope Ltd., St. Philips Drive, Revlon, Oldham OL2 5AG.

SENIOR TEACHING STAFF OFFICER

SO2 £7,877 to £8,112 p.a. inclusive

The successful applicant will head the section dealing with all administrative procedures relating to the employment of the authority's teaching staff in schools and further education. Duties include the preparation of annual estimates for teaching staff salaries and administrative support for the in-service training programme. Applicants should have full knowledge and experience of the current employment legislation.

Fringe benefits may include: legal fees for house purchase (maximum £800), 7% per cent removal expenses and lodging allowances. Flexitime worked.

Application forms and further particulars available from the Personnel Officer, Civic Centre, Uxbridge UB8 3UW. Telephone Uxbridge 50580; quoting reference: E/184/80. Closing date 23.5.80.

LONDON BOROUGH OF ILLINGDON

SENIOR TEACHING STAFF OFFICER

SO2 £7,877 to £8,112 p.a. inclusive

The successful applicant will head the section dealing with all administrative procedures relating to the employment of the authority's teaching staff in schools and further education. Duties include the preparation of annual estimates for teaching staff salaries and administrative support for the in-service training programme. Applicants should have full knowledge and experience of the current employment legislation.

Fringe benefits may include: legal fees for house purchase (maximum £800), 7% per cent removal expenses and lodging allowances. Flexitime worked.

Application forms and further particulars available from the Personnel Officer, Civic Centre, Uxbridge UB8 3UW. Telephone Uxbridge 50580; quoting reference: E/184/80. Closing date 23.5.80.

LONDON BOROUGH OF ILLINGDON

ADMINISTRATION continued

General

BASINGSTOKE

HERTFORDSHIRE AUTISTIC COMMUNITY TRUST (H.A.C.T.) is seeking a Director for its new day centre to be opened in September, 1980. The centre will cater for the further education and training of post-school age autistic young people. The appointment will be effective from 1st September, 1980.

Salary will be in accordance with recognized national scales together with appropriate allowances.

Closing date 14 days after the appearance of this advertisement.

For further details and application forms apply to:-

The Chairman, Hertfordshire Autistic Community Trust, c/o Radlett School for Autistic Children, Harper Lane, Radlett, Herts.

BIRMINGHAM CITY COUNCIL

When you're a Hestair Hope Representative doors open for you. Will you stride, boldly through them?

We're not just giving you our company history, interesting though it is. Because if you are a regular reader of this paper you will already know us by our advertising. And you may have already seen our unique catalogue or one of our many direct mail shots. In which case we hardly need tell you that a Hestair Hope Representative can offer customers an unbeatable range backed by unbeatable service.

But, we have other customers besides those in Education. We supply many other market sectors so you'll be expected to develop existing and new business in Education, leisure and industrial markets.

By doing so, you'll justify a salary package of around £5,500, plus the usual fringe benefits.

Of course, you wouldn't expect to do the job without a company car. So, there's a Ford Cortina waiting just for you.

Our existing sales force is aged between 25 and 35. We won't exclude you if you're not quite within this age group. But, you'll need to match the energy, ambition and self-motivation that our current representatives display.

Do that and you'll find that doors will open for you. All you have to do is stride, boldly through them to develop a worthwhile career in selling.

Write, first of all, for an application form to:-

Mr. Brundell, Sales Co-ordinator, Hestair Hope Ltd., St. Philips Drive, Revlon, Oldham OL2 5AG.

SENIOR TEACHING STAFF OFFICER

SO2 £7,877 to £8,112 p.a. inclusive

The successful applicant will head the section dealing with all administrative procedures relating to the employment of the authority's teaching staff in schools and further education. Duties include the preparation of annual estimates for teaching staff salaries and administrative support for the in-service training programme. Applicants should have full knowledge and experience of the current employment legislation.

Fringe benefits may include: legal fees for house purchase (maximum £800), 7% per cent removal expenses and lodging allowances. Flexitime worked.

Application forms and further particulars available from the Personnel Officer, Civic Centre, Uxbridge UB8 3UW. Telephone Uxbridge 50580; quoting reference: E/184/80. Closing date 23.5.80.

LONDON BOROUGH OF ILLINGDON

SENIOR TEACHING STAFF OFFICER

SO2 £7,877 to £8,112 p.a. inclusive

The successful applicant will head the section dealing with all administrative procedures relating to the employment of the authority's teaching staff in schools and further education. Duties include the preparation of annual estimates for teaching staff salaries and administrative support for the in-service training programme. Applicants should have full knowledge and experience of the current employment legislation.

Fringe benefits may include: legal fees for house purchase (maximum £800), 7% per cent removal expenses and lodging allowances. Flexitime worked.

Application forms and further particulars available from the Personnel Officer, Civic Centre, Uxbridge UB8 3UW. Telephone Uxbridge 50580; quoting reference: E/184/80. Closing date 23.5.80.

LONDON BOROUGH OF ILLINGDON

SENIOR TEACHING STAFF OFFICER

SO2 £7,877 to £8,112 p.a. inclusive

The successful applicant will head the section dealing with all administrative procedures relating to the employment of the authority's teaching staff in schools and further education. Duties include the preparation of annual estimates for teaching staff salaries and administrative support for the in-service training programme. Applicants should have full knowledge and experience of the current employment legislation.

Fringe benefits may include: legal fees for house purchase (maximum £800), 7% per cent removal expenses and lodging allowances. Flexitime worked.

Application forms and further particulars available from the Personnel Officer, Civic Centre, Uxbridge UB8 3UW. Telephone Uxbridge 50580; quoting reference: E/184/80. Closing date 23.5.80.

LONDON BOROUGH OF ILLINGDON

EFL Editor
Evans

We have a vacancy in our busy ELT Department.

We are looking for an editor with sound, all-round experience of editorial work, preferably in Educational publishing.

Experience or qualifications in EFL will be a distinct advantage.

Salary and conditions as per NUJ house agreement.

Please apply in writing stating qualifications and experience to:

Beatriz Casoy, ELT Divisional Manager,
Evans Brothers Limited, Montague House,
Russell Square, London WC1B 5BX

SCHOOLS COUNCIL
Applications are invited for the post of
Co-ordinator for Language and Learning
for September 1980 or as soon as possible thereafter.

The work is part of the Schools Council's Programme for Developing a Curriculum for a Changing World.

The co-ordinator will need to work closely with teachers and administrators in a variety of contexts and should have participated in aspects of curriculum development relevant to this activity such as language across the curriculum, especially talk, drama, and communication skills, particularly at the practical level. Recent school experience is essential as is an ability to write for a range of audiences.

The co-ordinator will be based at the Department of English, University of London Institute of Education under the directorship of Professor Harold Rosen. The post will be initially for a two year period and it is hoped that secondment as full existing salary plus a special allowance of £250 can be arranged. Alternatively the salary of the co-ordinator would be in the region of £7,000-£8,000.

Application forms and further information may be obtained from Mrs. A. Stewart, Schools Council, 140 Great Portland Street, London W1N 6LL. Tel: 01-580 0352 ext 351.

Closing date for receipt of applications is June 10th.

MGP Mary Glasgow Publications Ltd.

E.F.L. WRITER/EDITOR

Our English Department wishes to appoint a writer/editor to work on the EFL magazine. The successful candidate will be working as part of a team, initially writing and editing material for the lower end of the secondary school market.

We are interested in hearing from you if you:

- are a graduate aged between 25 and 30
- have a knowledge of EFL through formal qualifications and/or teaching experience
- have creative flair
- can write/outline quickly under constant pressure of schedules
- have some relevant publishing experience
- can type.

The starting salary will be on the scale £3,850-£5,500 p.a. (currently under review).

Please apply with c.v. to: Philip Gallagher/Jane Miles, Mary Glasgow Publications Ltd., 148 Kensington Church Street, London W8 4BN.

Bolton Metropolitan Borough
Instrumental Teaching Service

WOODWIND TEACHER
Scale 1

(ability to teach the Oboe to a good standard an advantage)

Applications from highly qualified teachers welcome.

Further details and application form to be returned as soon as possible to the Director of Education, P.O. Box 53, Radcliffe, Bolton BL1 1JW.

MISCELLANEOUS
Appointments continued

WOLVERHAMPTON
WOLVERHAMPTON COUNCIL
TECHNICAL SERVICES
PLANNING
Grade 12, £11,251-12,751
Tel: 0902 2211

We are seeking a person with a minimum of 10 years experience in the planning of technical services. The successful candidate will be responsible for the planning and development of technical services in the Council's technical departments. The post is a full-time position with a salary of £11,251-12,751 per annum. Applications should be sent to the Director of Technical Services, Wolverhampton City Council, 100, High Street, Wolverhampton, W.V.1 1JH.

EDINBURGH
RESEARCH ASSOCIATE
A full-time position in the Department of Education, University of Edinburgh. The successful candidate will be responsible for the research and development of educational materials. The post is a full-time position with a salary of £11,251-12,751 per annum. Applications should be sent to the Director of Education, University of Edinburgh, 100, High Street, Edinburgh, EH1 1JH.

SOUTHERN
SOUTHERN COUNCIL
TECHNICAL SERVICES
PLANNING
Grade 12, £11,251-12,751
Tel: 0902 2211

We are seeking a person with a minimum of 10 years experience in the planning of technical services. The successful candidate will be responsible for the planning and development of technical services in the Council's technical departments. The post is a full-time position with a salary of £11,251-12,751 per annum. Applications should be sent to the Director of Technical Services, Southern Council, 100, High Street, Southern, W.V.1 1JH.

QUALIFIED AND EXPERIENCED TEACHERS
Required for the post of English Teacher in the Department of English, University of London Institute of Education. The successful candidate will be responsible for the teaching and development of English in the Department. The post is a full-time position with a salary of £11,251-12,751 per annum. Applications should be sent to the Director of Education, University of London Institute of Education, 100, High Street, London, W1N 6LL.

Outdoor Education
BRAMCOTE HILLS
AMATEUR SWIMMING CLUB

Requires the services of a part-time professional swimming coach. The successful candidate will be responsible for the coaching and development of amateur swimmers. The post is a part-time position with a salary of £11,251-12,751 per annum. Applications should be sent to the Director of Education, Bramcote Hills Amateur Swimming Club, 100, High Street, Bramcote Hills, W.V.1 1JH.

COURTLANDS CENTRE
Facilities for school journeys, excursions and visits. The successful candidate will be responsible for the planning and development of school journeys, excursions and visits. The post is a full-time position with a salary of £11,251-12,751 per annum. Applications should be sent to the Director of Education, Courtlands Centre, 100, High Street, Courtlands Centre, W.V.1 1JH.

DEVON PART RECREATION
Part-time position in the Department of Recreation, Devon County Council. The successful candidate will be responsible for the planning and development of recreation activities. The post is a part-time position with a salary of £11,251-12,751 per annum. Applications should be sent to the Director of Recreation, Devon County Council, 100, High Street, Devon, W.V.1 1JH.

DOVER
DOVER COUNCIL
TECHNICAL SERVICES
PLANNING
Grade 12, £11,251-12,751
Tel: 0902 2211

We are seeking a person with a minimum of 10 years experience in the planning of technical services. The successful candidate will be responsible for the planning and development of technical services in the Council's technical departments. The post is a full-time position with a salary of £11,251-12,751 per annum. Applications should be sent to the Director of Technical Services, Dover Council, 100, High Street, Dover, W.V.1 1JH.

NORTH WALES
NORTH WALES COUNCIL
TECHNICAL SERVICES
PLANNING
Grade 12, £11,251-12,751
Tel: 0902 2211

We are seeking a person with a minimum of 10 years experience in the planning of technical services. The successful candidate will be responsible for the planning and development of technical services in the Council's technical departments. The post is a full-time position with a salary of £11,251-12,751 per annum. Applications should be sent to the Director of Technical Services, North Wales Council, 100, High Street, North Wales, W.V.1 1JH.

OXFORD
OXFORD COUNCIL
TECHNICAL SERVICES
PLANNING
Grade 12, £11,251-12,751
Tel: 0902 2211

We are seeking a person with a minimum of 10 years experience in the planning of technical services. The successful candidate will be responsible for the planning and development of technical services in the Council's technical departments. The post is a full-time position with a salary of £11,251-12,751 per annum. Applications should be sent to the Director of Technical Services, Oxford Council, 100, High Street, Oxford, W.V.1 1JH.

TRATFORD-UPON-AVON
TRATFORD-UPON-AVON COUNCIL
TECHNICAL SERVICES
PLANNING
Grade 12, £11,251-12,751
Tel: 0902 2211

We are seeking a person with a minimum of 10 years experience in the planning of technical services. The successful candidate will be responsible for the planning and development of technical services in the Council's technical departments. The post is a full-time position with a salary of £11,251-12,751 per annum. Applications should be sent to the Director of Technical Services, Stratford-upon-Avon Council, 100, High Street, Stratford-upon-Avon, W.V.1 1JH.

TEACHERS OF ENGLISH AS A FOREIGN LANGUAGE
Required for the post of Teacher of English as a Foreign Language in the Department of English, University of London Institute of Education. The successful candidate will be responsible for the teaching and development of English as a Foreign Language in the Department. The post is a full-time position with a salary of £11,251-12,751 per annum. Applications should be sent to the Director of Education, University of London Institute of Education, 100, High Street, London, W1N 6LL.

TEMPORARY QUALIFIED TEACHERS WITH M.T.L. EXPERIENCE
Required for the post of Temporary Qualified Teacher with M.T.L. Experience in the Department of English, University of London Institute of Education. The successful candidate will be responsible for the teaching and development of English in the Department. The post is a temporary position with a salary of £11,251-12,751 per annum. Applications should be sent to the Director of Education, University of London Institute of Education, 100, High Street, London, W1N 6LL.

E.F.L. COURSES
Required for the post of E.F.L. Courses in the Department of English, University of London Institute of Education. The successful candidate will be responsible for the teaching and development of E.F.L. Courses in the Department. The post is a full-time position with a salary of £11,251-12,751 per annum. Applications should be sent to the Director of Education, University of London Institute of Education, 100, High Street, London, W1N 6LL.

E.F.L. TEACHERS
Required for the post of E.F.L. Teachers in the Department of English, University of London Institute of Education. The successful candidate will be responsible for the teaching and development of E.F.L. Teachers in the Department. The post is a full-time position with a salary of £11,251-12,751 per annum. Applications should be sent to the Director of Education, University of London Institute of Education, 100, High Street, London, W1N 6LL.

APPOINTMENTS WANTED
Continued

LONDON, W.1
LONDON, W.1 COUNCIL
TECHNICAL SERVICES
PLANNING
Grade 12, £11,251-12,751
Tel: 0902 2211

We are seeking a person with a minimum of 10 years experience in the planning of technical services. The successful candidate will be responsible for the planning and development of technical services in the Council's technical departments. The post is a full-time position with a salary of £11,251-12,751 per annum. Applications should be sent to the Director of Technical Services, London, W.1 Council, 100, High Street, London, W.1, W.V.1 1JH.

EDINBURGH
EDINBURGH COUNCIL
TECHNICAL SERVICES
PLANNING
Grade 12, £11,251-12,751
Tel: 0902 2211

We are seeking a person with a minimum of 10 years experience in the planning of technical services. The successful candidate will be responsible for the planning and development of technical services in the Council's technical departments. The post is a full-time position with a salary of £11,251-12,751 per annum. Applications should be sent to the Director of Technical Services, Edinburgh Council, 100, High Street, Edinburgh, EH1 1JH.

TRATFORD-UPON-AVON
TRATFORD-UPON-AVON COUNCIL
TECHNICAL SERVICES
PLANNING
Grade 12, £11,251-12,751
Tel: 0902 2211

We are seeking a person with a minimum of 10 years experience in the planning of technical services. The successful candidate will be responsible for the planning and development of technical services in the Council's technical departments. The post is a full-time position with a salary of £11,251-12,751 per annum. Applications should be sent to the Director of Technical Services, Stratford-upon-Avon Council, 100, High Street, Stratford-upon-Avon, W.V.1 1JH.

TEACHERS OF ENGLISH AS A FOREIGN LANGUAGE
Required for the post of Teacher of English as a Foreign Language in the Department of English, University of London Institute of Education. The successful candidate will be responsible for the teaching and development of English as a Foreign Language in the Department. The post is a full-time position with a salary of £11,251-12,751 per annum. Applications should be sent to the Director of Education, University of London Institute of Education, 100, High Street, London, W1N 6LL.

TEMPORARY QUALIFIED TEACHERS WITH M.T.L. EXPERIENCE
Required for the post of Temporary Qualified Teacher with M.T.L. Experience in the Department of English, University of London Institute of Education. The successful candidate will be responsible for the teaching and development of English in the Department. The post is a temporary position with a salary of £11,251-12,751 per annum. Applications should be sent to the Director of Education, University of London Institute of Education, 100, High Street, London, W1N 6LL.

E.F.L. COURSES
Required for the post of E.F.L. Courses in the Department of English, University of London Institute of Education. The successful candidate will be responsible for the teaching and development of E.F.L. Courses in the Department. The post is a full-time position with a salary of £11,251-12,751 per annum. Applications should be sent to the Director of Education, University of London Institute of Education, 100, High Street, London, W1N 6LL.

E.F.L. TEACHERS
Required for the post of E.F.L. Teachers in the Department of English, University of London Institute of Education. The successful candidate will be responsible for the teaching and development of E.F.L. Teachers in the Department. The post is a full-time position with a salary of £11,251-12,751 per annum. Applications should be sent to the Director of Education, University of London Institute of Education, 100, High Street, London, W1N 6LL.

APPOINTMENTS WANTED
Continued

LONDON, W.1
LONDON, W.1 COUNCIL
TECHNICAL SERVICES
PLANNING
Grade 12, £11,251-12,751
Tel: 0902 2211

We are seeking a person with a minimum of 10 years experience in the planning of technical services. The successful candidate will be responsible for the planning and development of technical services in the Council's technical departments. The post is a full-time position with a salary of £11,251-12,751 per annum. Applications should be sent to the Director of Technical Services, London, W.1 Council, 100, High Street, London, W.1, W.V.1 1JH.

EDINBURGH
EDINBURGH COUNCIL
TECHNICAL SERVICES
PLANNING
Grade 12, £11,251-12,751
Tel: 0902 2211

We are seeking a person with a minimum of 10 years experience in the planning of technical services. The successful candidate will be responsible for the planning and development of technical services in the Council's technical departments. The post is a full-time position with a salary of £11,251-12,751 per annum. Applications should be sent to the Director of Technical Services, Edinburgh Council, 100, High Street, Edinburgh, EH1 1JH.

TRATFORD-UPON-AVON
TRATFORD-UPON-AVON COUNCIL
TECHNICAL SERVICES
PLANNING
Grade 12, £11,251-12,751
Tel: 0902 2211

We are seeking a person with a minimum of 10 years experience in the planning of technical services. The successful candidate will be responsible for the planning and development of technical services in the Council's technical departments. The post is a full-time position with a salary of £11,251-12,751 per annum. Applications should be sent to the Director of Technical Services, Stratford-upon-Avon Council, 100, High Street, Stratford-upon-Avon, W.V.1 1JH.

TEACHERS OF ENGLISH AS A FOREIGN LANGUAGE
Required for the post of Teacher of English as a Foreign Language in the Department of English, University of London Institute of Education. The successful candidate will be responsible for the teaching and development of English as a Foreign Language in the Department. The post is a full-time position with a salary of £11,251-12,751 per annum. Applications should be sent to the Director of Education, University of London Institute of Education, 100, High Street, London, W1N 6LL.

TEMPORARY QUALIFIED TEACHERS WITH M.T.L. EXPERIENCE
Required for the post of Temporary Qualified Teacher with M.T.L. Experience in the Department of English, University of London Institute of Education. The successful candidate will be responsible for the teaching and development of English in the Department. The post is a temporary position with a salary of £11,251-12,751 per annum. Applications should be sent to the Director of Education, University of London Institute of Education, 100, High Street, London, W1N 6LL.

E.F.L. COURSES
Required for the post of E.F.L. Courses in the Department of English, University of London Institute of Education. The successful candidate will be responsible for the teaching and development of E.F.L. Courses in the Department. The post is a full-time position with a salary of £11,251-12,751 per annum. Applications should be sent to the Director of Education, University of London Institute of Education, 100, High Street, London, W1N 6LL.

E.F.L. TEACHERS
Required for the post of E.F.L. Teachers in the Department of English, University of London Institute of Education. The successful candidate will be responsible for the teaching and development of E.F.L. Teachers in the Department. The post is a full-time position with a salary of £11,251-12,751 per annum. Applications should be sent to the Director of Education, University of London Institute of Education, 100, High Street, London, W1N 6LL.

Home Exchange Holidays

OXFORD
OXFORD COUNCIL
TECHNICAL SERVICES
PLANNING
Grade 12, £11,251-12,751
Tel: 0902 2211

We are seeking a person with a minimum of 10 years experience in the planning of technical services. The successful candidate will be responsible for the planning and development of technical services in the Council's technical departments. The post is a full-time position with a salary of £11,251-12,751 per annum. Applications should be sent to the Director of Technical Services, Oxford Council, 100, High Street, Oxford, W.V.1 1JH.

TRATFORD-UPON-AVON
TRATFORD-UPON-AVON COUNCIL
TECHNICAL SERVICES
PLANNING
Grade 12, £11,251-12,751
Tel: 0902 2211

We are seeking a person with a minimum of 10 years experience in the planning of technical services. The successful candidate will be responsible for the planning and development of technical services in the Council's technical departments. The post is a full-time position with a salary of £11,251-12,751 per annum. Applications should be sent to the Director of Technical Services, Stratford-upon-Avon Council, 100, High Street, Stratford-upon-Avon, W.V.1 1JH.

TEACHERS OF ENGLISH AS A FOREIGN LANGUAGE
Required for the post of Teacher of English as a Foreign Language in the Department of English, University of London Institute of Education. The successful candidate will be responsible for the teaching and development of English as a Foreign Language in the Department. The post is a full-time position with a salary of £11,251-12,751 per annum. Applications should be sent to the Director of Education, University of London Institute of Education, 100, High Street, London, W1N 6LL.

TEMPORARY QUALIFIED TEACHERS WITH M.T.L. EXPERIENCE
Required for the post of Temporary Qualified Teacher with M.T.L. Experience in the Department of English, University of London Institute of Education. The successful candidate will be responsible for the teaching and development of English in the Department. The post is a temporary position with a salary of £11,251-12,751 per annum. Applications should be sent to the Director of Education, University of London Institute of Education, 100, High Street, London, W1N 6LL.

E.F.L. COURSES
Required for the post of E.F.L. Courses in the Department of English, University of London Institute of Education. The successful candidate will be responsible for the teaching and development of E.F.L. Courses in the Department. The post is a full-time position with a salary of £11,251-12,751 per annum. Applications should be sent to the Director of Education, University of London Institute of Education, 100, High Street, London, W1N 6LL.

E.F.L. TEACHERS
Required for the post of E.F.L. Teachers in the Department of English, University of London Institute of Education. The successful candidate will be responsible for the teaching and development of E.F.L. Teachers in the Department. The post is a full-time position with a salary of £11,251-12,751 per annum. Applications should be sent to the Director of Education, University of London Institute of Education, 100, High Street, London, W1N 6LL.

Homeowners Only
Exclusive Loan Offer to Teachers

The low rate of interest is fixed for the term of the loan and free insurance is included to protect your family.

Homeowners borrow from £500-£20,000

Check your own credit rating

Ring now 01753 74776

313 Colchester Road, Ipswich, Suffolk